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ABSTRACT

Title I of the Elementary and Secondary Education Act of 1965 as amended by the Improving America's Schools Act of 1994 is a compensatory education program that enables high-poverty schools to provide opportunities for children to meet state performance standards developed for all children. Title I Migrant, also federally funded, provides supplemental instruction to migrant students. In 1996-97, Title I provided funding to 41 campuses in the Austin Independent School District (AISD) (Texas) (36 elementary and 5 middle schools) with 70% or more of students from low-income families. Title I Migrant provided supplementary instruction at 12 AISD secondary schools. A lower percentage of students at Title I schoolwide programs passed the Texas Assessment of Academic Skills (TAAS) than did other students districtwide. However, when passing rates for disaggregated groups are examined the scores for economically disadvantaged, Hispanic, and African American students in Title I schools approach the scores for students in these groups in the district overall. The average percent passing the TAAS reading and writing sections has remained consistent for Title I schools over the past 4 years, but mathematics passing rates have steadily increased. Title I funds have been used in prekindergarten programs and in year-round schools, both of which have been shown to have beneficial effects on student achievement. Title I Migrant students met state performance standards in all but a few areas, and the summer school program for migrant students was found to be effective. Parent education and community involvement components of Title I programs were also considered effective. Recommendations are made for program continuation and improvement. Six appendixes provide supplementary detail about the programs. (Contains 146 figures, 19 tables, and 6 references.) (SLD)

ED 414 322

Title I/Title I Migrant Evaluation Report 1996-97

Austin Independent School District

Department of Accountability, Student Services, and Research

Office of Program Evaluation

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Title I/Title I Migrant Evaluation Report, 1996-97

Executive Summary

Austin Independent School District
Department of Accountability, Student Services, and Research
Office of Program Evaluation
Authors: Janice Curry, Wanda Washington, Gloria Zyskowski, Ph.D.

Program Description

Title I is a compensatory education program supported by funds from the Department of Education through the Elementary and Secondary Education Act of 1965 as amended by the *Improving America's Schools Act of 1994*. The purpose of Title I is to enable high-poverty schools to provide opportunities for children served to acquire the knowledge and skills delineated in the state content standards and to meet the state performance standards developed for all children. In 1996-97, Title I provided funding to 41 AISD campuses (36 elementary and 5 middle schools) with 70% or more students from low-income families. Services to students were provided through the following components:

- *Schoolwide Programs (SWPs)*
  All 41 Title I schools qualified as schoolwide programs under the reauthorization of Title I, which states that a school may conduct a schoolwide program if 60% or more of its students are from low-income families. All students at a campus are considered eligible for assistance in this circumstance. Schoolwide programs have a great deal of flexibility in using federal funds. The spirit of the law is cooperation among funding sources and inclusion of all students.
- *Prekindergarten (Pre-K)*
  Half-day prekindergarten is mandated and funded by the state for all four-year-olds who are limited English proficient (LEP), low income, or homeless. Additional instructional time is offered for educationally disadvantaged four-year-olds through the full-day pre-K program funded by Title I at elementary schools with the highest concentrations of low-income students. In 1996-97, 33 of the 36 Title I elementary schools provided a full-day prekindergarten program.
- *Nonpublic/Nonprofit Schools*
  Four private schools in the AISD attendance area and nine institutions for *neglected or delinquent* (N or D) youth, grades K through 12, offered additional services with Title I funds.

Title I Migrant, which is also federally funded, provided supplementary instruction to migrant students via part-time tutors at 12 AISD secondary campuses. A high priority was placed on dropout prevention activities such as summer school. Students qualified for the program if their parents or guardians were migratory agricultural workers or migratory fishermen during the previous three years.

Parent and Community Involvement

Title I schools are required to build partnerships that benefit not only students and parents, but schools and communities as well. In 1996-97, 24 Title I campuses had parent education staff to assist with parent and community involvement.

Major Findings

The Title I state student performance standards for the 1996-97 school year are the state accountability system criteria. The 1996-97 minimum requirements for each criterion are as follows:

- At least 35% of all students at a campus must pass each section of TAAS, including reading and mathematics at grades 3 through 8 and writing in grades 4 and 8. In addition, at least 35% of students in each disaggregated group (African American, Hispanic, White, and economically disadvantaged) must pass TAAS.
- The annual dropout rate must be 6% or less for a middle school campus, and for each disaggregated group at the campus.
- The attendance rate for a campus must be 94% or higher.

Title I Student Achievement

- A lower percentage of students at Title I schoolwide programs passed TAAS reading, writing, and mathematics than did students districtwide. However, when the passing rates for disaggregated groups are examined, the scores for economically disadvantaged, Hispanic, and African American students in Title I schools approach the scores for students in these groups in the district overall.
- With the exception of mathematics scores for African American students, the average TLI for Title I students approaches or exceeds the required passing score of 70.
- For Title I students, the average percent passing TAAS reading and writing have remained consistent over the past four years, while mathematics passing rates have steadily increased.

Prekindergarten

- The 1996-97 pre-K program served 3,594 four-year-olds at 53 elementary schools. Seventy-four percent of these pre-K students attended a full-day Title I program.
- In 1996-97, average gains from pre- to posttest on the *Peabody Picture Vocabulary Test – Revised* (PPVT-R) were comparable for regular-calendar and year-round students, although the year-round students recorded higher test scores overall.
- The average gains for regular-calendar and full-day pre-K students have remained fairly stable over the past three years. Half-day students, however, have made the greatest absolute gains while year-round students achieved the greatest overall increase in average scores on the PPVT-R.
- In 1996-97, on the *Test de Vocabulario en Imagines Peabody* (TVIP), Spanish-speaking year-round pre-K students made a greater average gain from pre- to posttest (8.9 standard score points) than did the regular-calendar pre-K students (7.9 standard score points).
- The findings of the *Pre-K Best Practices Review, 1996-97* show that pre-K teachers in AISD are striving to educate the students they serve, no matter how diverse. Also, schools are using innovative strategies to promote learning, such as the adoption of a year-round calendar at several campuses, inclusion, bilingual instruction, multi-age grouping, and language-building techniques.

Year-Round Schools

- During the 1996-97 school year, an extensive evaluation plan for the year-round schools was implemented to investigate the impact of the year-round school calendar on students, teachers, parents, and administrators.

Major Findings (Continued)

- In terms of students' achievement, it was found that TAAS scores showed steady improvement for the year-round schools during the past four years. Further, for the 1996-97 school year, economically disadvantaged, African American, and Hispanic students generally achieved higher average TAAS scores in year-round schools than they did in either Title I schools in general or in the district as a whole.
- The majority of staffs involved with year-round elementary schools are in favor of the calendar. Principals, teachers, support staff, and parents expressed favorable views, citing their primary reason as being the beneficial educational effects the schedule is believed to have on students.
- Because Webb was the only AISD middle school on the year-round calendar, there were many scheduling conflicts unique to its situation, including UIL competition, TAAS testing, and extracurricular activities. Consequently, an administrative decision was made to support the request of the Webb parents and staff to return to the traditional calendar in the 1997-98 school year.

Title I Migrant

- The Title I Migrant tutors provided over 2,250 hours of tutorial instruction to secondary migrant students at six middle schools and six high schools.
- Migrant students met the state student performance standards for the 1996-97 school year at all grade levels except grades 3 and 8-All Tests Taken. Grade 8 migrant students who received tutoring in mathematics also met the state standard of 35% passing TAAS, although grade 8 migrant students in general did not meet the standard.
- The summer school program for migrant students was found to be effective. Overall, 59% of the students taking classes passed all courses taken and began the subsequent school year with appropriate academic requirements.

Reading Recovery

- Reading Recovery is a supplementary reading program for grade 1 students who are having difficulty learning to read. Reading Recovery was offered at 20 Title I schools in 1996-97.
- A detailed evaluation of the Reading Recovery program was undertaken for the 1996-97 school year. Based on the findings from the study, it appears that the program did not increase reading score means on the Woodcock-Johnson-Revised test beyond the increases obtained through regular classroom instruction.

Summer Programs

- In summer 1996, 26 Title I schools offered summer activities for students at risk of retention.
- Title I students who participated in summer programs at grades 4, 5, and 6 met the state accountability system criterion of 35% or more passing TAAS in reading, writing, and mathematics.

Parent and Community Involvement

- The 24 Title I schools with parent education staff encouraged parent participation by offering workshops, seminars, and activities designed to enhance parenting skills and to encourage participation of parents in the education of children.
- The parent education staff was successful in encouraging the support of the community through contributions and volunteer time. The Title I schools that have a parent education staff member on campus received more cash and in-kind contributions and volunteer hours than did Title I schools without a parent education staff member.

Recommendations

1. Continue to use Title I funds to supplement schoolwide instructional programs at elementary and secondary Title I schools.
2. Continue to use Title I funds to serve pre-K students while monitoring the effect of class size, length of day, and the year-round school calendar
3. Monitor achievement at low-performing Title I schools.
4. Continue to monitor achievement at year-round schools.
5. Assist Title I schoolwide program campuses with analysis of TAAS data to enable school staff to monitor student achievement and to improve instructional strategies for low-income students.

Response

The AISD Director of State and Federal Programs concurs with these findings and recommendations.

1996-97 Budget

Mandate: External Funding Agency
Public Law 103-382

Total Funding Allocations:

Title I, Part A (Regular)	$10,346,042
Title I, Part C (Migrant)	$ 111,957
Title I, Part D, Subpart 2 (Delinquent)	$ 234,306

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TITLE I OVERVIEW

TITLE I PROGRAM DESCRIPTION

Title I is a compensatory education program supported by funds from the Department of Education through the *Elementary and Secondary Education Act of 1965*, as amended by the *Improving America's Schools Act of 1994 (P.L. 103-382)*. The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills described in the state content standards, and to meet the state performance standards developed for all children.

In 1996-97, 41 Austin Independent School District (AISD) schools (36 elementary and 5 middle schools) received Title I funds. (For a complete list of the schools funded under Title I in AISD, see Appendix A.) This number includes all schools with 70% or more low-income students. The programs that were funded by Title I and evaluated during the 1996-97 school year are:

- Schoolwide Programs (SWPs);
- Prekindergarten (pre-K) Program;
- Parental Involvement Component;
- Extended Year Program (year-round schools, summer school, optional extended year);
- Reading Recovery;
- Private School Programs;
- Neglected Facility Programs; and
- Delinquent Institution Programs.

Schoolwide Programs

As a result of the reauthorization of Title I in 1994, a school can be a **Title I schoolwide program** if either 50% of the children in the school's attendance zone or 50% of the children enrolled in the school are low-income students. Because AISD provides services to students at schools that are at or above the 70% low-income level, each of the 41 AISD Title I schools is a schoolwide program.

All students at a schoolwide program campus are served by Title I. In the 1996-97 school year, 26,192 students (21,542 elementary and 4,650 middle school students) were enrolled in schoolwide programs and benefited from Title I funding. Overall, 85.4% of all Title I students were classified as low income. The ethnic breakdown of all Title I students was 26.6% African American, 61.4% Hispanic, 1.4% Asian, and 10.6% Anglo/Other. Summary demographic information for 1996-97 Title I schools is presented in Table 1.

Table 1: Demographics for All Title I Schoolwide Program Students, Title I Elementary School Students, and Title I Middle School Students, 1996-97

	Number Enrolled	% Low-income	% Asian	% African American	% Hispanic	% White/ Other
All Title I Students	26,192	85.4	1.4	26.6	61.4	10.6
Title I Elem. Students	21,542	86.7	1.4	25.5	62.5	10.6
Title I MS Students	4,650	79.2	1.5	31.9	56.1	10.5

Schoolwide programs have a great deal of flexibility in using federal education funds, subject to rules established by the Department of Education. The spirit of the law is cooperation among funding sources and inclusion of all students.

The direction and incentives in the law are designed so that all children will achieve at high levels. Some strategies that are encouraged include the following:

- providing opportunities, based on best knowledge and practice, for all children in the school to meet the state's proficient and advanced levels of student performance;
- using effective means of improving student achievement, such as incorporating research-based teaching strategies;
- selecting a highly qualified professional staff;
- providing professional development; and
- increasing parental involvement.

Prekindergarten Program

The half-day prekindergarten (pre-K) program is mandated and funded by the State of Texas for all four-year-olds who are limited English proficient (LEP), low income, or homeless. AISD currently has pre-K programs at 53 elementary schools. Of these campuses, 20 are half-day and 33 are full-day programs. Over the years, Title I schools have used their funds to provide a full-day prekindergarten program for students. In 1996-97, 33 of the 36 Title I elementary schools provided a full-day pre-K program.

Extended Year Programs

In 1996-97, the **year-round school calendar** was used in 11 Title I elementary schools and one Title I middle school. In this program, the school year revolves around an approximate 60/20 schedule (60 days in school and 20 days out) in contrast to the traditional nine-month calendar. The breaks between the 60-day sessions are called intersessions. Students falling behind in achievement are provided supplementary instruction during these intersessions. Federal funds are used for salaries, materials, and costs associated with support staff needed during the intersessions.

The **Title I summer school** is an extension of supplementary instructional services provided to Title I students who are at risk of academic failure because of low standardized test scores. Supplementary services include instruction in reading, mathematics, and language arts.

The **Optional Extended Year** (OEY) program is a supplemental grant program that provides additional instructional time for students who are at risk of academic failure. Although not funded specifically by Title I, the program is included in this section because the OEY grant is a funding source for extended year programs such as summer school and intersessions.

Reading Recovery

Reading Recovery is a supplementary reading program for grade 1 students. Participants are selected for Reading Recovery through beginning-of-the-year teacher rankings based on student reading ability. Students in the bottom third of the rankings are selected for additional assessment by Reading Recovery staff before final selection is made. The goal of the program is for a student to exit Reading Recovery and return to his or her classroom at the average reading level of the class. Students receive intensive individual instruction until they successfully complete the program or exit the program for other reasons (e.g., lack of progress, moving out of the district).

In 1996-97, Reading Recovery was offered at 26 elementary schools in AISD: 20 Title I schools and 6 non-Title I schools. AISD Title I funds support the administration of Reading Recovery and the funding of teachers and supplies through campus Title I budgets.

Private Schools

Four private schools in the AISD attendance area received Title I funds in 1996-97. Praise Christian Academy, St. Mary's Cathedral School, St. Martin's Lutheran School, and Sacred Heart Catholic School offered additional instructional services to low-income students in prekindergarten through grade 8 using Title I funds.

Neglected or Delinquent Facility Program

Nine neglected and delinquent institutions received funds from Title I in 1996-97. The institutions for neglected youth included Youth Options (Better Roads and Spectrum Shelter), Settlement Home, Mary Lee Foundation, Children's Shelter and Assessment Center of Texas, and Helping Hand Home for Children. The institutions for delinquent youth included The Oaks Treatment Center, Travis County-Juvenile Justice Center (Gardner-Betts), Travis County-Youth Residential Services, and Turman House. Placement in these institutions was made because of delinquency, abuse, neglect, and/or emotional and behavioral problems. Youth at these institutions receive compensatory reading and mathematics services through Title I funds.

Parent and Community Involvement

Schools that receive Title I/Title I Migrant funds are required to build partnerships that will benefit not only students and parents, but schools and communities as well. In the 1996-97 school year, 24 Title I schools had a parent education staff member to assist with parent and community activities.

TITLE I PROGRAM COSTS

The level of Title I funding for a district is based on the percentage of low-income families living in the district attendance area. The U.S. Department of Education allocates funds to local education agencies (LEAs) based on census data. Title I funding for a school is determined by the percentage of low-income students in the school's attendance area. Schools are ranked annually on the basis of the percentage of children from low-income families residing in their attendance area. Districts are required by law to serve all schools that were 75% or more low income. The AISD level of service includes schools with 70% or more low income. In 1996-97, there were 36 elementary and 5 middle schools in AISD that met this criterion.

The 1996-97 budget allocation for AISD under Title I, Part A funding was $9,827,294 (with roll forward, $10,346,042). A total of 26,697 students were served with Title I funds through schoolwide programs, private schools, and neglected institutions. The approximate cost per student served through Title I, Part A funding was $388. Table 2 shows the number of students served by each of the Title I programs funded under this budget in 1996-97.

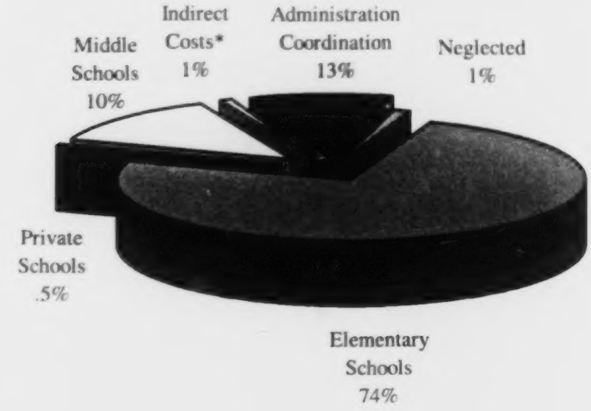
Table 2: Number of Students Served through Title I, Part A Funding in 1996-97

Title I Program	Number of Students Served
Schoolwide Programs	26,192
Private Schools	65
Neglected Institutions	440
TOTAL	26,697

The Title I, Part A funds were used to provide services to Title I public and private elementary and middle schools and to provide funds for the administration and support services offered to assist the implementation of the Title I program. Seventy-four percent of the total Title I budget was allocated to elementary schoolwide programs, 10% to middle schools, and 13% to administration, coordination, and evaluation of the program. The administrative costs included: salaries and benefits for the instructional coordinators, pre-K coordinator, Reading Recovery administrator, technology facilitator, volunteer coordinator, and visiting teachers; parent programs; professional development; evaluation; and general administration for Title I. All of these services add to the quality of the Title I instructional program.

Private schools, neglected institutions, and indirect costs account for a small percentage of the total Title I, Part A budget (no more than one percent of the budget for each item). Figure 1 shows the percentage of Title I funds allocated for each budget area in 1996-97.

Figure 1: 1996-97 Title I Allocations for Elementary Schools, Middle Schools, and Administration/Coordination



* Indirect Costs consist of salaries and expenditures/expenses for persons who are engaged in administrative activities from which the entire school district benefits.

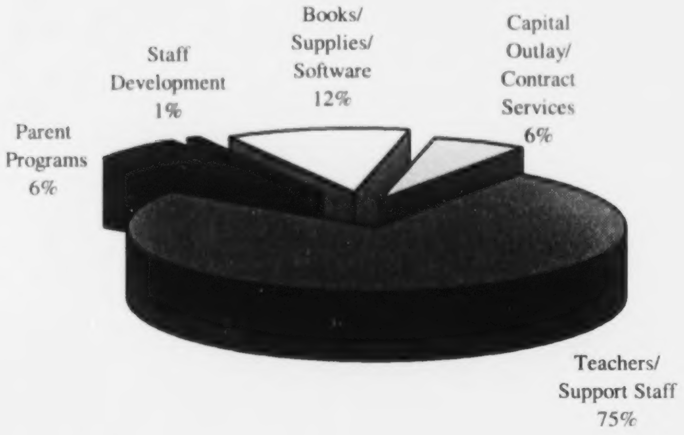
The amount of funds allocated directly to the AISD Title I campuses was $8,636,883 (84% of the allocation) in 1996-97. Individual campuses made decisions about the use of their allocations according to federal guidelines. With the reauthorization of the Title I program, there is greater flexibility with the use of Title I funds at the campus level.

Elementary School Funding

Title I elementary schools received an allocation of $7,663,234, 74% of the total allocation received by the district. The 36 Title I elementary schools used their funds for intersessions, summer school, parent programs, professional development, books and supplies, capital outlay, software, additional teachers (e.g., pre-K, Reading Recovery, technology), support staff, stipends, and study trips.

The largest portion (75%) of the Title I funds to elementary schools was used for teacher and support staff salaries and benefits. Figure 2 shows the amount of funds allocated to instruction (teachers and support staff); capital outlay/contract services; books, supplies, and software; staff development; and parent programs at the Title I elementary schools in 1996-97.

Figure 2: 1996-97 Title I Elementary Allocation

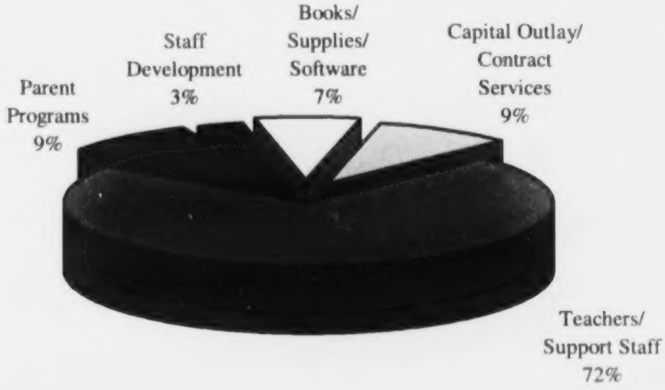


Middle School Funding

In 1996-97, five AISD middle schools received Title I funds; one more than was funded under the grant in the 1995-96 school year; Fulmore Middle School was new to the Title I program in 1996-97. These middle schools were all at or above the 70% low-income level. During the past school year, the middle schools received a total of $973,649 (10% of the district's Title I allocation).

The middle schools also used the majority of their funds (72%) for instructional purposes in 1996-97. Figure 3 shows the percentage of Title I funds used by middle schools in 1996-97 in the areas of instruction (teacher and support staff); parent programs; staff development; books, supplies, and software; and capital outlay and contract services.

Figure 3: 1996-97 Title I Middle School Allocation



Private Schools

The four private schools that received Title I funds in 1996-97 were Praise Christian Academy, St. Martin's Lutheran School, St. Mary's Cathedral School, and Sacred Heart Catholic School. Funding for a private school is based on the number of low-income students from Title I attendance zones that were enrolled at the private school. The 1996-97 allocation was $50,276. A total of 65 students met the criteria to be served with Title I funds at the private schools. A description of the private school uses of Title I funds can be found in the private schools section of this report.

Delinquent Institutions

An additional 1,594 students were served at delinquent institutions through Title I, Part D, Subpart 2 funds. The 1996-97 funding amount for delinquent institutions was $234,306. This represents a one-time combined amount from two grants and, thus, is not typical of the allocation for these institutions. The four delinquent institutions that received Title I funds in 1996-97 were Gardner-Betts Juvenile Justice Center, the Oaks Treatment Center, Travis County Youth Shelter, and Turman House. A full description of the neglected and delinquent programs funded under Title I can be found in the appropriate section of this report.

FULL-DAY PREKINDERGARTEN

Over the past decade, prekindergarten (pre-K) programs have become a part of public education. This growth reflects the increased awareness of the value of early childhood education. Although preschool education is important for all children, research suggests that it is particularly important for low-income and educationally disadvantaged children.

With the knowledge that early childhood education is critical for economically disadvantaged children, the Title I evaluation staff designed a plan for the 1996-97 school year to investigate exemplary practices in AISD's prekindergarten programs. The purpose of the *Pre-K Best Practices Review, 1996-97* was to identify practices in use that lead to strong and consistent improvement in achievement for pre-K students and to share that information with other schools with pre-K programs. Findings from that report will be discussed later in this section, following a summary of 1996-97 pre-K achievement data for half-day and full-day pre-K and for regular-calendar and year-round calendar pre-K students on the English and Spanish versions of the *Peabody Picture Vocabulary Test.*

AISD PREKINDERGARTEN PROGRAM DESCRIPTION

In the Austin Independent School District, 53 elementary schools provided prekindergarten education in 1996-97. Twenty of the schools offered half-day classes while 33 schools offered full-day classes. Half-day pre-K is mandated and funded by the State of Texas for all four-year-olds who are limited English proficient, low income, or homeless. Title I provided funding for an extra half day of instruction at 33 of the 36 Title I elementary schools.

The pre-K program in AISD began in the fall of 1978 with five classes of 20 students each taught by a certified teacher and an aide. The program, which was implemented prior to the state mandate, has grown considerably since that time. The AISD prekindergarten program served 3,594 four-year-olds in 1996-97.

According to *A Sound Investment in Tomorrow's World*, the AISD prekindergarten brochure, the program focuses on language and concept development, problem solving, and thinking skills. The brochure states that, "*Concept development is enhanced by providing hands-on activities for the children--they interact with real things and participate in school and community events. Language is promoted all day, every day. Language skills are developed through large/small group instruction, individual instruction, and during story and study times. This is probably the greatest contribution the program makes to students and most likely accounts for the noteworthy academic success these students attain.*"

Every classroom in the AISD prekindergarten program is staffed by a certified teacher. The majority of the pre-K teachers have early childhood or kindergarten certification, according to the Coordinator of the Early Childhood Program for AISD. The summer Early Childhood Summit is a professional development activity specifically designed for pre-K teachers.

During an interview with the early childhood coordinator, she made the following comments about prekindergarten. "*Early childhood education gives the child from an economically disadvantaged background a foundation to start school successfully. It provides* *the right kinds of activities for students to begin reading. Children experience things they have never been exposed to through activities."*

Student Demographics

In 1996-97, there were 942 students enrolled in half-day pre-K classes and 2,652 students enrolled in full-day pre-K classes. Title I funds were used for full-day pre-K at 33 of the 36 elementary schoolwide programs. Maplewood, Palm, and St. Elmo elementary schools are Title I schools that continued to offer a half-day pre-K program in 1996-97.

The number of students attending pre-K has more than doubled since 1986-87, the first year of pre-K data collection. There were more than four times as many pre-K teachers in 1996-97 as there were in 1986-87. For the first time since 1992-93, the number of half-day and full-day classes have both increased. Table 3 summarizes various comparison data from the past seven years and from the anchor year, 1986-87. (Note: These data include all students served at any point in a given year.)

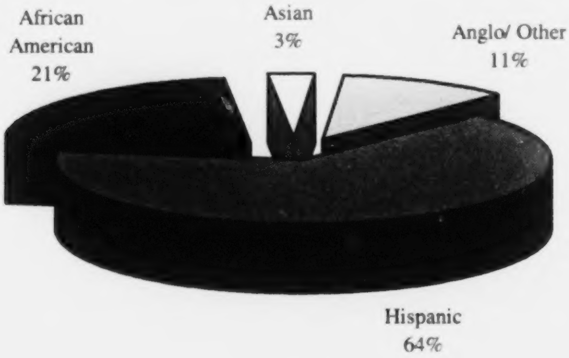
Table 3: Demographic Information for the AISD Pre-K Program, 1986-87 and 1990-91 to 1996-97

Category	1986-87	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Half-Day Classes	84	60	66	68	64	56	56	68
Full-Day Classes	0	89	98	106	121	149	138	152
Teachers	42	119	131	140	153	177	164	186
Low-Income Students	1,081	1,735	1,857	1,942	2,872	3,180	3,267	3,437
LEP Students	435	669	754	766	835	1,043	1,140	1,181
Half-Day Students	1,516	586	944	996	1,001	779	901	942
Full-Day Students	0	1,793	1,667	1,745	1,971	2,494	2,498	2,652
Total Students	1,516	2,379	2,611	2,741	2,972	3,273	3,399	3,594

Note: The values represent the number of cases in each category.

Students who attended pre-K during the 1996-97 school year represented a diverse population. As noted in Figure 4, of the 3,594 students served during 1996-97, Hispanics made up the largest ethnic group (64%), followed by African Americans (21%), Anglo/Others (11%), and Asians (3%). Gender was balanced with 50% female and 50% male pre-K students. Sixty-five percent of the pre-K students were native English speaking while 35% were limited English proficient. Ninety-six percent of the 1996-97 pre-K students were from low-income families.

Figure 4: Ethnicity of AISD Pre-K Students, 1996-97



The number of students served at each campus varied widely, and ranged from 21 served at Mathews (non-Title I) to 147 at Houston (Title I). The average number of students per pre-K class in 1996-97 was 19.3, down from 20.7 in 1995-96. There were 36 Title I schools and 17 non-Title I schools that offered pre-K in 1996-97.

PROGRAM EFFECTIVENESS

To measure achievement gains for pre-K students in 1996-97, the *Peabody Picture Vocabulary Test - Revised* (PPVT-R) and the *Test de Vocabulario en Imagines Peabody* (TVIP) were administered at the beginning and at the end of the school year to a sample of students. The sample was a randomly selected subset from each class at all 53 schools that offered pre-K. In fall 1996, 2,348 pre-K students were tested. Although every effort was made to posttest the students who had a valid pretest score, 266 fewer students were posttested due to withdrawals, illnesses, and relocations of eligible students. A total of 2,082 students (58% of all pre-K students) had valid pre- and posttest scores.

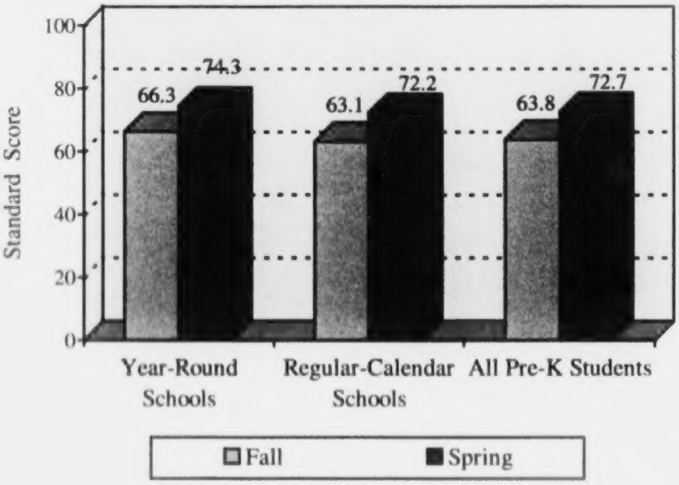
The PPVT-R and the TVIP are individually administered tests that measure knowledge of receptive (hearing) vocabulary. Standard test scores are based on national age-norms, with a mean of 100 and a standard deviation of 15. The PPVT-R is an English-language test and the TVIP is the Spanish-language version of the PPVT-R.

The pretest was given in September 1996 for regular-calendar and year-round schools. The posttest was administered in April 1997 at regular-calendar schools and in May 1997 at year-round schools. The PPVT-R and TVIP data are presented in a year-round and regular-calendar school comparison, and in a half-day and full-day comparison.

Year-Round and Regular-Calendar Schools Comparisons

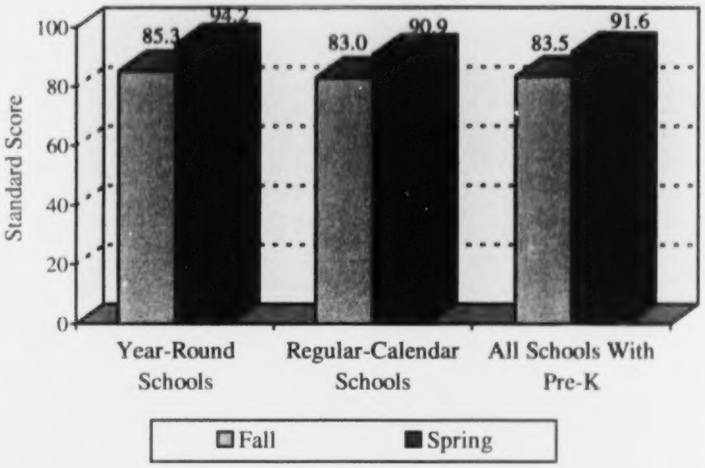
Eleven AISD elementary schools and one middle school followed a year-round calendar in 1996-97. The elementary year-round schools include Allan, Barrington, Becker, Maplewood, Metz, Ortega, Sanchez, St. Elmo, Widen, Winn, and Wooldridge. All of these schools receive Title I funds. The average pretest and posttest scores on the PPVT-R and TVIP were calculated for year-round school students (n=489), regular-calendar school students (n =1,593), and all pre-K students (n=2,082). Year-round school students were posttested at a later date than were students in regular-calendar schools so that days of instruction would be the same for both groups. Figure 5 presents the scores for all pre-K students who had valid PPVT-R pre- and posttest scores. In 1996-97, although year-round and regular-calendar pre-K students made similar gains on the PPVT-R and the TVIP from pre- to posttest, year-round students had a higher average score at the end of the year because they started with a higher average pretest score.

Figure 5: PPVT-R Scores for Pre-K Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program, 1996-97



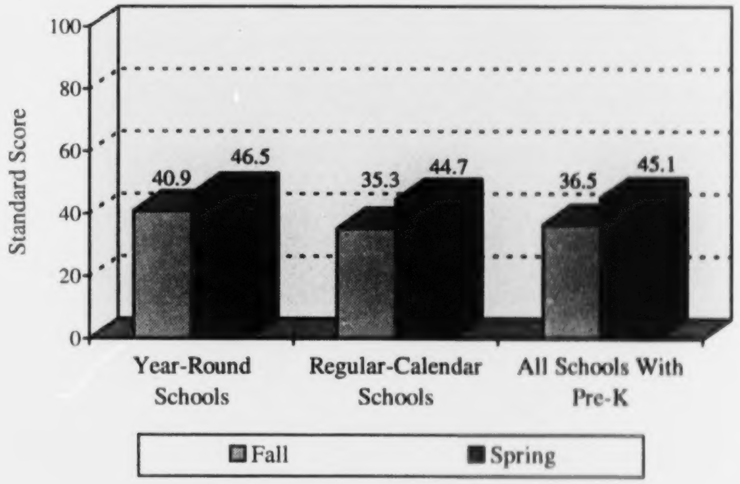
A sample of LEP Spanish-speaking students who received a bilingual instructional pre-K program was pre- and posttested with the TVIP in addition to the PPVT-R. A total of 678 Spanish-speaking students (57% of all LEP pre-K students) had valid pre- and posttest scores on both the English and Spanish tests. The standard scores for students tested with the TVIP at year-round schools (n=146), regular-calendar schools (n=532), and all schools with a pre-K program (n=678) are shown in Figure 6. Spanish-speaking year-round students began and ended the year with the highest test scores of the three groups in the comparison, and made a greater gain from pre-to posttest (8.9 point gain) than did the regular-calendar pre-K students (7.9 point gain).

Figure 6: TVIP Scores for Spanish LEP Pre-K Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program, 1996-97



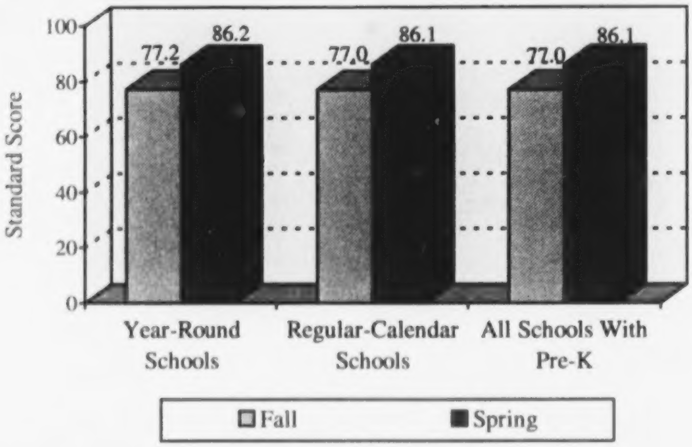
As seen in Figures 5 and 6, the average pre- and posttest standard scores were higher for all students taking the TVIP than were the average standard scores for all students who took the PPVT-R. However, as seen in Figure 7, the average English PPVT-R scores of all Spanish LEP students were low (below 50 standard score points). The average gain on the PPVT-R was higher for Spanish students at regular-calendar schools (9.4 standard score points) than at year-round schools (5.6 standard score points). The year-round school students had higher PPVT-R pretest and posttest averages than did regular-calendar school students.

Figure 7: PPVT-R Scores for Spanish LEP Pre-K Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program, 1996-97



The scores for the English monolingual students (n=1,404) were grouped for a comparison between regular-calendar and year-round schools. Both pre- and posttest averages and overall gains were very similar for English monolingual students at year-round schools and at regular-calendar schools. Figure 8 shows the PPVT-R scores for English monolingual students.

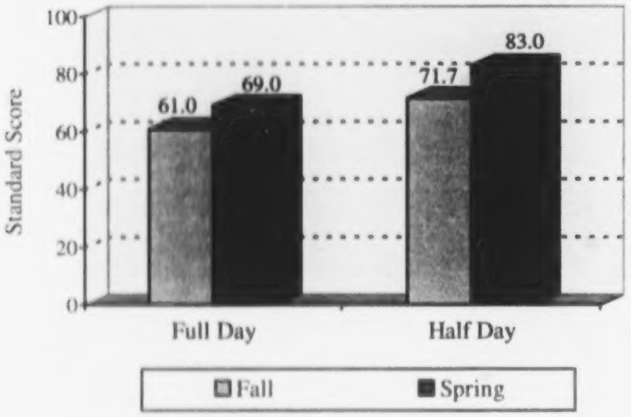
Figure 8: PPVT-R Scores for English Monolingual Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program, 1996-97



Half-Day and Full-Day Comparisons

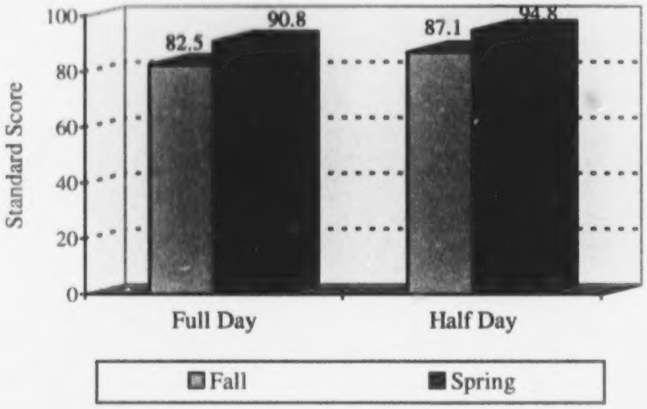
Pre-K classes in AISD are offered to LEP students and low-income students through both half-day and full-day programs. Bilingual teachers are provided to Spanish-speaking LEP students. Because most of the schools that offer a full-day program are funded through Title I, the PPVT-R and TVIP data were evaluated on the basis of half-day and full-day programs to investigate any effects that could be attributed to Title I programs. Half-day pre-K students achieved a greater average gain (11.4 standard score points) on the English language PPVT-R than did full-day students (8.0). Overall, half-day pre-K students also scored considerably higher on the PPVT-R pre- and posttests than did the full-day students. The finding that half-day students scored higher on the PPVT than full-day students likely reflects the fact that full-day students are generally more educationally disadvantaged than half-day students. Figure 9 shows the 1996-97 PPVT-R scores for half-day and full-day pre-K students.

Figure 9: PPVT-R Pre- and Posttest Scores for Half-Day and Full-Day Pre-K Students, Fall 1996 and Spring 1997



The TVIP has the same structure and standard score system as does the PPVT-R. Both full-day and half-day students achieved higher average pre- and posttest scores on the TVIP than on the PPVT-R. Further, half-day Spanish LEP students scored higher on average on the TVIP pretest (87.1) and posttest (94.8) than full-day Spanish LEP students did (82.5 and 90.8, respectively). However, half-day Spanish LEP students made slightly smaller gains (7.6) than did full-day Spanish LEP students (8.3). Figure 10 shows the average TVIP pre- and posttest scores for full-day and half-day Spanish LEP students.

Figure 10: TVIP Pre- and Posttest Scores for Half-Day and Full-Day Pre-K Students, Fall 1996 and Spring 1997



Qualitative Data from the Employee Coordinated Survey

The Employee Coordinated Survey was mailed to a random sample of teachers and administrators in spring 1997. Responses to questions addressing early childhood programs were received from 134 pre-K teachers (71% of all pre-K teachers in AISD), with the following teaching experience:

- 20.9% were in their first year of teaching pre-K;
- 26.9% have taught pre-K for 1-3 years;
- 39.5% have taught pre-K for 4-10 years; and
- 12.7% have taught pre-K for 11 or more years.

Teachers were asked to respond to statements about certification, curriculum, principal support, parents, and preparation for kindergarten. The pre-K teacher responses to the Coordinated Survey included the following:

- 98.5% *agreed or strongly agreed* with the statement that pre-K students are prepared for kindergarten when they complete the pre-K program.
- 97% of the pre-K teachers *agreed or strongly agreed* that their principal is supportive of professional development.
- 83.9% *agreed or strongly agreed* with the statement that their principal is supportive of innovative ideas.
- 82.2% *agreed or strongly agreed* with the statement that their school uses a standardized pre-K curriculum.
- 75.5% *agreed or strongly agreed* with the statement that pre-K teachers at their campuses plan together.
- 62.2% *agreed or strongly agreed* with the statement that parents are involved in their pre-K program.

Pre-K teachers also were asked about their teaching certification. Eighty-six percent of the teachers responded that they have early childhood certification, and 7% indicated that they were working on this type of certification

HIGHLIGHTS OF PRE-K BEST PRACTICES REVIEW, 1996-97

In 1996-97, the Austin Independent School District Title I evaluation staff designed and carried out a plan to explore district pre-K programs for exemplary practices. The *Pre-K Best Practices Review, 1996-97* (publication number 96.05) was the result of that investigation.

The elementary schools selected for review were Andrews, Brooke, Galindo, Reilly, and Travis Heights. All of the schools, with the exception of Travis Heights, are Title I campuses and have full-day pre-K programs. The half-day program at Travis Heights was of particular interest in this review because of the many innovative strategies used with their students. Summaries of the information gathered during visits to the five campuses and through interviews with the teachers and principals are presented here.

Factors That Contributed to the Success of the Pre-K Program

The five Best Practices schools were selected based on their success over three successive years on the PPVT and TVIP tests of receptive vocabulary and on the recommendation of the coordinator of the Early Childhood Program for AISD. These campuses were found to share a number of characteristics that contribute to the success of a pre-K program. These factors are discussed in the following paragraphs.

Strong teacher commitment to developing a curriculum that is age and developmentally appropriate

All of the pre-K classrooms follow developmentally appropriate practices, as outlined in the National Association for Education of Young Children (NAEYC) guidelines. Pre-K teachers are encouraged to use these practices in the classroom. At a summer in-service training, each teacher was given a copy of *First Impressions* (written by the Task Force on Early Childhood and Elementary Education), which discusses in detail developmentally appropriate practices for early childhood. Pre-K teachers use authentic materials in a print-rich environment. In addition, teachers stress child-initiated learning with a variety of materials that stimulate the interest of prekindergarten children.

Supportive principals who encourage and respect teachers as professionals

The principals of the pre-K Best Practices schools were reported by teachers to be supportive and open to innovative ideas. Specifically, the teachers at Travis Heights said that their principal is *"interested in our own growth as professionals and asks us to take risks."* Teachers in general feel that they are trusted as professionals. Many of the pre-K teachers are involved with planning at their campuses, which makes them feel part of the schoolwide team. Also, pre-K teachers at these schools are allowed to teach in ways that are developmentally appropriate

Professional Development

Principals at the pre-K Best Practices schools encourage teachers to attend conferences and workshops to improve their skills. Principals allocate funds to pay for the training and for substitutes, if required.

Many of the teachers mentioned that the Early Literacy Inservice Course (ELIC) was an important part of their training. This preliterate skills course spans 12 weeks and focuses on the reading process and on the writing process for six weeks each. Teachers are also receiving training for the Primary Assessment of Language Arts and Mathematics (PALM). The PALM is a student performance assessment model designed to be an alternative to standardized testing.

Teachers in general said that they are encouraged to attend professional development sessions of their own choosing. Some of the professional development activities that these pre-K teachers participated in included *Math Their Way*, William Glaser's Quality School/Control Theory training, Cooperative Learning, and Frameworks training.

Language Building

All of the pre-K Best Practices teachers emphasized the importance of language building. The teachers believe strongly that language skills are improved by adult-child interaction. Language development is promoted through a wealth of experiences that includes reading books to children; checking out library books; and providing a multitude of experiences to children, along with appropriate language to accompany these experiences.

Teachers use a variety of instructional materials and manipulatives (often teacher-provided) to enrich language development. According to the teachers, learning centers provide an excellent means to engage children in learning. Teachers use center time to work with children one-on-one and in small groups. Informal assessment during center time provides valuable information to pre-K teachers. A print-rich environment and the use of real materials in the centers add to a stimulating environment.

Each of these Best Practices schools has a strong bilingual program. Teachers believe in immersing the students in their native language while adding English gradually. Instruction in the bilingual classrooms is delivered in Spanish and English. The gains for the Spanish-speaking students on the PPVT and the TVIP are evidence that this method of instruction is beneficial to students.

Teamwork

All of the teachers stressed the importance of working with a team of teachers to strengthen teaching skills. Different levels of teaming were evident, but all of the teachers said that they valued the knowledge possessed by fellow teachers. A unified schoolwide philosophy and goals help build strong communities of learners.

Parent Participation

Parents are an integral part of the education process. Teachers stressed the importance of home visits prior to the beginning of the school year to meet the students and their parents. Teachers communicate with parents through newsletters and assignments sent home with students.

Teachers involve parents in the parent-teacher conferences twice each year. Some of the schools have students present portfolios to their parents and teacher at the end-of-year conference. Parents are encouraged to come to the schools and participate in field trips and in the classrooms. Many of the schools offer parent education programs at their campus.

Conclusions of Best Practices Review

An informal theory exists that prekindergarten is a form of baby-sitting or simply a vehicle for social skills development. *The Pre-K Best Practices Review, 1996-97* found that this is not the case. Prekindergarten provides four-year-olds who have a limited educational background with an opportunity to be exposed to varied learning experiences and to be immersed in language.

According to the principals interviewed, it takes a "special person" to teach early childhood classes. A key to the success of a pre-K program is likely to be a combination of well-qualified teachers, a strong, supportive principal, and parents who are actively involved with their children's education.

Pre-K teachers at the Best Practices schools are very attuned to developmentally appropriate practices for young children. A review of the NAEYC guidelines shows that pre-K teachers who are having particular success with student achievement are typically using the guidelines set forth to educate young children.

Many of the recognized strategies for educating young children are in place at these five schools. Multi-age classrooms and activities, the use of both informal and formal assessment tools, and bilingual instruction are only a few of the strategies used to improve learning for four-year-olds in AISD. Teaching children in their native language first and gradually incorporating English has increased achievement for Spanish-speaking students in both English and Spanish.

Teachers at all of these schools reported that they felt like they were treated as professionals and that they were allowed to teach in developmentally appropriate ways. Also, the teachers felt that they were part of a team, no matter what team structure existed at their campus.

There are many similarities in the pre-K programs offered at these schools. However, the pre-K programs are also unique, and are designed to best address the specific needs of the students served.

The teachers involved in this study were not only successful at teaching children, but they were flexible, open to learning new strategies, and open to change--whatever works for their students. These teachers have a passion for what they are doing and are succeeding in the process.

SUMMARY

The number of pre-K students served in AISD continues to increase as the percentage of low-income students in the district increases. Title I provided funding for the full-day program at schools with the greatest concentrations of low-income students (33 of the 53 schools with pre-K programs). Hispanic students made up the largest percentage of students served (64%), followed by African American (21%), Anglo/Other (11%), and Asian (3%).

Average gains from pre- to posttest in 1996-97 were comparable for regular-calendar and year-round students, although the year-round school students recorded higher test scores overall. Students at year-round schools have continued to increase their achievement levels since 1994-95, the first year that test scores were available for the entire group of year-round elementary schools.

The average gains for regular-calendar and full-day pre-K students have remained fairly stable over the past three years. Half-day students, however, have made the greatest absolute gains, while year-round students achieved the greatest overall increase in average scores on the PPVT-R.

Spanish-speaking students made impressive gains on *the Test de Vocabulario en Imagines Peabody* (TVIP) in 1996-97. Year-round Spanish-speaking students made a greater average gain from pre-to posttest (8.9 standard score points) than did the regular-calendar pre-K students (7.9 stand score points).

The findings of the *Pre-K Best Practices Review, 1996-97* show that pre-K teachers in AISD are striving to educate the students they serve, no matter how diverse. The district's pre-K programs in general are achieving gains in scores on the PPVT-R and the TVIP. Also, schools are using innovative strategies to promote learning, such as the adoption of a year-round calendar at several campuses, inclusion, bilingual instruction, multi-age grouping, and language-building techniques.

READING RECOVERY

In AISD, Reading Recovery has been offered by a group of elementary schools, the majority of which receive Title I funds, for the past five years. While AISD Reading Recovery teachers expressed general satisfaction with the program, measures other than Clays' Observation Survey (developed by Maria Clay, who founded the Reading Recovery program) had not been used to investigate the program's effectiveness until the 1995-96 school year. During the 1995-96 school year a pilot study was conducted that compared Woodcock-Johnson-Revised pre- and posttest reading score means for Reading Recovery students and for comparison students. Results from this pilot study favored the Reading Recovery program; however, the small sample size limited the generalizations that could be made about the program. A full evaluation was conducted during the 1996-97 school year.

For the full evaluation, Woodcock-Johnson-Revised pre- and posttest reading score means were compared for 37 first-grade Reading Recovery students and for 43 first-grade comparison group students. It was planned that both groups would be selected by Reading Recovery staff using Clay's assessment survey. However, due to a lack of personnel, Reading Recovery staff could not fulfill this duty. Comparison students were therefore selected by teacher ranking on reading ability only, which is the first criterion used to select candidates for reading recovery.

At both pre- and posttest, there were no significant differences ($p>.05$) between Reading Recovery and comparison group students on the WJ-R subtest means. These Reading Recovery students had a mean of 60 lessons from September 1996 to February 1997, which is considered by Reading Recovery staff to constitute a full Reading Recovery program.

Based on findings from this study, it appears that the Reading Recovery program did not increase reading score means on the WJ-R beyond regular classroom instruction. However, limitations of this study are recognized. During the year of the evaluation, the Reading Recovery program for the district was in a state of change, relinquishing some of the control of the program to campuses, and although the pre-test scores indicated the two groups were not different on WJ-R means, the two groups were selected differently. Therefore, generalizations about the Reading Recovery program as a whole from the results of the present study should be made with caution. Further investigation would strengthen the validity and reliability of results of the present study.

Implications from this study led to modifications in the program for the 1997-98 school year. Marie Clay's standards for the program will be more tightly maintained at the campus level and literacy support services will be expanded across the district so that Reading Recovery can target appropriate students and refer students better served through other literacy support services.

YEAR-ROUND SCHOOLS

The Austin Independent School District has been involved in year-round education for the past five years. In the 1992-93 school year, Sanchez Elementary became the first school in the district to implement the calendar. Six additional elementary schools implemented the year-round schedule in 1994-95. During the 1995-96 school year, four more elementary schools and one middle school adopted the year-round calendar, bringing to 12 the total number of schools in the district on this alternative schedule. All of the AISD schools follow a single-track plan, which means that all students and teachers in the school attend classes and have vacations on the same schedule. This calendar is used primarily to provide a more continuous period of instruction over the traditional nine-month schedule.

In the year-round program in AISD, the school year revolves around a modified 60/20 schedule (approximately 60 days in school and 20 days out) in contrast to the traditional nine-month calendar. The breaks between the 60-day sessions are called intersessions. Students falling behind in achievement are provided supplementary instruction during these intersessions. When funds allow, other students such as gifted/talented may participate in intersessions.

The 12 AISD schools, all of which are funded through Title I, that follow the year-round calendar are Allan, Barrington, Becker, Maplewood, Metz, Ortega, St. Elmo, Sanchez, Widen, Winn, and Wooldridge elementary schools, and Webb Middle School. A total of 7,048 students were enrolled at the year-round campuses in 1996-97.

Intersessions

Year-round schools held instructional activities during the November 1996 and March 1997 intersessions. Sanchez and Webb also held July intersessions. Most schools reported offering all-day sessions for one week during the breaks. The principals of year-round schools reported that attendance was good and enthusiasm was high during the intersessions. The duplicated count (some students attended both intersessions) for the November 1996 and the March 1997 intersessions was 3,620.

A major additional expense for the year-round schools is the funding of intersession activities. The schools use funds to cover this expense from the Optional Extended Year grant (state), Title I (federal), ExceL grant (district), Year-Round Schools Incentive grant (state), and other grants. Principals reported that they spent $545,950 for the March and November intersessions during the 1996-97 school year. Eighty-nine percent of this money, $487,043, was provided through the state-administered Optional Extended Year (OEY) grant.

Evaluation Methodology

During the 1996-97 school year, an extensive evaluation plan for the year-round schools was implemented, incorporating both qualitative and quantitative data. The evaluation was designed to investigate the impact of the year-round school calendar on the ability of students to maintain and improve educational achievement. TAAS data from each of the 12 schools were examined longitudinally to determine long-term effects on the students. In addition, principals, teachers, support staff, and parents provided input on their perceptions of the year-round calendar.

Major Findings

In terms of student achievement, it was found that TAAS scores showed steady improvement for the year-round schools during the past four years. Further, for the 1996-97 school year, economically disadvantaged, African American and Hispanic students generally achieved higher average TAAS scores in year-round schools than they did in either Title I schools in general or in the district as a whole.

As a result of the evaluation, it was also determined that the majority of staffs involved with year-round elementary schools are highly in favor of the calendar. Principals, teachers, support staff, and parents expressed favorable views, citing their primary reason as being the beneficial educational effects the schedule is believed to have on students. The benefits of the year-round calendar listed by teachers, principals, and parents include the following:

- Because the year-round calendar allows short breaks throughout the year instead of one long summer break, students are able to retain more information, according to teachers and principals.
- Teachers reported that less time is required for reteaching and review at the beginning of the school year when students return after the short summer break.
- Students who need assistance to pass TAAS receive additional instruction time during the intersessions that are offered in November and March of each year.
- Teachers return from the short breaks refreshed.
- During intersession breaks, teachers can revitalize their teaching strategies and attitudes.

In addition to the above benefits for students and teachers, parents expressed general satisfaction with this alternative schedule. Of the parents responding to the parent survey, 76% indicated that they are in favor of the year-round calendar.

There were also disadvantages mentioned by parents, teachers, and principals. Most of the disadvantages resulted from the inconvenience of having school on a different calendar than the traditional nine-month calendar. Some of the specific disadvantages reported include the following:

- Some parents have difficulty finding childcare during intersession breaks for students at year-round schools.
- With children on different school calendars, it can be difficult for families to plan vacations and activities.
- The scheduling of professional development activities is complicated by the year-round calendar.

At the middle school, however, there was less agreement about the advantages and disadvantages of the year-round schedule for their students. Because Webb was the only AISD middle school on the year-round calendar, there were many scheduling conflicts unique to its situation, including UIL competition, TAAS testing and extracurricular activities. Consequently, an administrative decision was made to support the request of the Webb parents and staff to return to the traditional calendar in the 1997-98 school year.

Recommendations

As a result of reviewing the evaluation findings, the following recommendations concerning year-round schools were offered for consideration:

- Elementary schools that want to continue with the year-round calendar should be allowed and encouraged to continue with this alternative schedule.
- Elementary schools that would like to become year-round schools and that have the support of teachers and parents should be allowed to proceed with that plan.
- Middle schools should not follow the year-round calendar because of the scheduling conflicts caused by districtwide and statewide competitions.
- The district should provide more support for the year-round schools by encouraging all administrative departments to be sensitive to the year-round calendar when scheduling activities and setting deadlines.
- The district transfer policy should allow parents to transfer their children from a year-round school when the calendar presents a particular hardship for the family.
- The Professional Development Academy should strive to schedule workshops at times when year- round teachers can attend.
- The district should support further efforts to evaluate the long-term academic benefits of the year-round calendar to students.

For a more thorough discussion of the evaluation of the year-round schools, see *Year-Round Schools Evaluation Report, 1996-97* (AISD Publication Number 96.10).

TITLE I SUMMER PROGRAMS

The data reported for Title I summer programs in this section pertain to the 1996 summer school program. Data for the 1997 summer programs will be available after the spring 1998 administration of TAAS.

All of the programs offered in summer 1996 focused on reading and mathematics skills. One neglected or delinquent (N or D) institution (Gardner-Betts Juvenile Justice Center), four elementary schools (Allison, Pecan Springs, Pleasant Hill, and Sims), and one middle school (Dobie) held Title I-funded summer activities. In addition, 21 Title I designated schools and 10 non-Title I schools funded summer activities through the Optional Extended Year (OEY) grant, the sole focus of which is to reduce and ultimately eliminate the retention rates of Texas students in grades K-8. This section of the evaluation report will focus on the summer activities offered at Title I-designated schools. (See AISD publication #96.09, *FEEDBACK: Optional Extended Year Program, 1997* for a more comprehensive overview of the OEY program.)

Gardner-Betts Summer Program

Gardner-Betts provided in-house instruction in mathematics, science, and reading comprehension to the residents. Informal methods such as listening to students read and interviewing at the time of entry were used to assess student needs. Ongoing informal assessment was used to monitor progress until students exited the institution. Individual exit times were left to the discretion of the court.

Direct measurement of the effectiveness of the summer program at Gardner-Betts was not possible because N or D institutions are prohibited by law from releasing names of residents, thus making it impossible to obtain TAAS scores on students they serve. However, a review of the demographic information from Gardner-Betts revealed the following information:

- The summer program served 380 residents.
- Eighty-one percent of the summer program participants were male.
- Sixty-six percent of the participants were enrolled in AISD during the 1995-96 school year.
- Forty-five percent of the summer program participants were Hispanic, 35% were African American, and 20% were White.

Elementary and Middle School Summer Programs

In summer 1996, 26 Title I schools offered summer activities for students at risk of retention. Demographic and achievement data were examined for students at Title I schools who attended summer programs, students at Title I schools who did not attend summer programs, and district students who attended summer programs. District students who did not attend summer programs were not included in these analyses because their demographic characteristics were so distinct from the other groups included in the analyses that it was felt they would not form an appropriate comparison group. Demographic data for the various groups included in the analyses are shown in Table 4.

Table 4: Demographics for AISD Students With and Without 1996 Summer Programs

Characteristics	Title I Elementary Students With Program	Title I Elementary Students Without Program	District Elementary Students With Program	Title I Middle School Students With Program	Title I Middle School Students Without Program	District Middle School Students With Program
# in Group	360	5,270	167	103	2,970	347
% Low Income	89	83	77	72	73	52
% Minority	96	87	75	96	87	73
% Female	52	49	52	37	49	41
% LEP	35	21	16	10	10	5
% Retained	0	1	0	16	2	1

Demographic data on the percentage of low income and minority students indicate that the comparison groups are similar. The percentage of limited English proficient (LEP) students varies somewhat, with the highest concentration occurring in the group of Title I students who participated in summer programs.

Retention/potential retainee rates are based on the number of students enrolled in AISD at the time that the analyses were generated for this report. The information in Table 4 indicates that middle school students who participated in summer programs have the highest retention rates of the groups in this comparison. However, this finding is not unexpected, as the students who are invited to participate in summer activities are exactly those students who are most at risk of being retained.

TAAS Comparisons

TAAS results were reviewed to determine general effectiveness of the 1996 summer school programs. Scores on the spring 1997 TAAS were compared for Title I students who participated in summer programs, for Title I students who were not involved in summer programs, and for district students who participated in summer programs. Figures 11 through 14 contain this information by grade and by subject. Grades 3 and 7 were not included in these analyses because of the low numbers of Title I students who participated in summer school at these grade levels who also had valid TAAS scores.

In all cases, students who were not involved in summer programs outperformed students who did participate in these programs. This result is not surprising, since students are chosen to participate in summer programs based on their extreme academic needs. Consequently, summer program participants would be expected to exhibit low passing rates on TAAS. Nevertheless, Title I students who participated in summer programs at grades 4, 5, and 6 met the state accountability system criterion of 35% or more passing TAAS in reading, writing, and mathematics. Also, grade 8 Title I summer participants met the criterion in mathematics.

Figure 11: Percentage of 1996 AISD Students Who Passed TAAS Writing in Spring 1997 by Grade

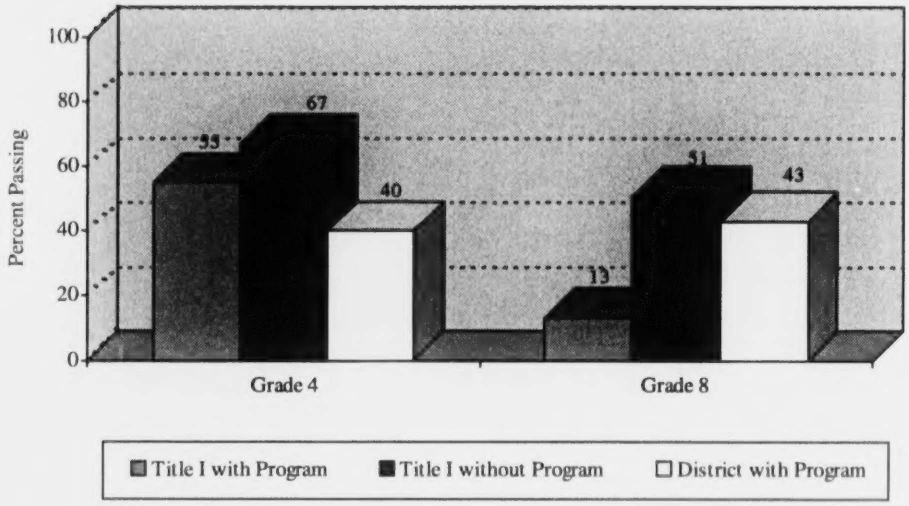


Figure 12: Percentage of 1996 AISD Students Who Passed TAAS Reading in Spring 1997 by Grade

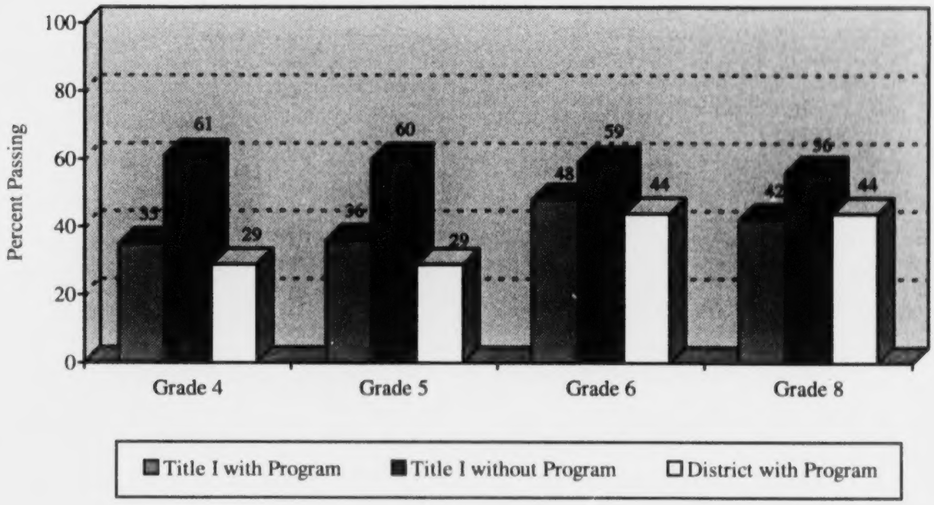


Figure 13: Percentage of 1996 AISD Students Who Passed TAAS Mathematics in Spring 1997 by Grade

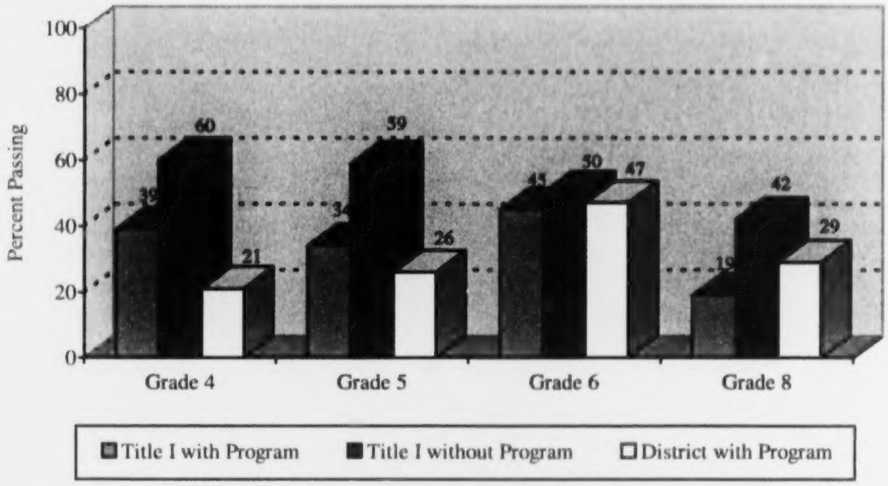
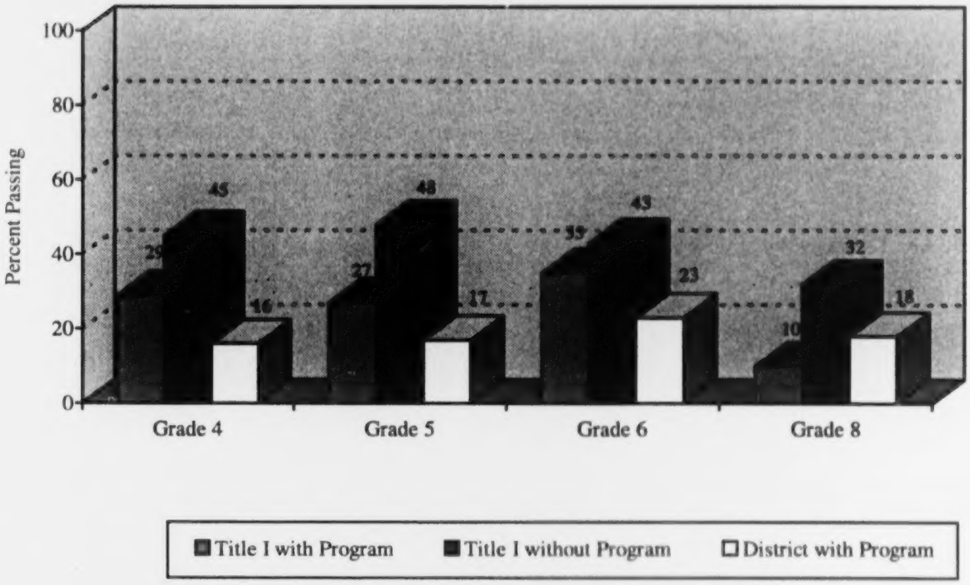


Figure 14: Percentage of 1996 AISD Students Who Passed TAAS All Tests Taken in Spring 1997 by Grade



Summary and Conclusions

Title I students who participated in summer programs at grades 4, 5, and 6 met the state accountability system criterion of 35% or more passing TAAS in reading, writing, and mathematics. However, the TAAS results for Title I summer program students at grade 8 raise concerns. While 42% of the program participants at grade 8 passed TAAS reading in the subsequent school year, only 13% passed writing and 19% passed mathematics. These concerns warrant further investigation, and the Title I evaluation staff will follow up these results with a closer study of middle school programs during the 1997-98 school year.

OTHER TITLE I PROGRAMS

In 1996-97, schools funded through Title I used their allocations in various ways to improve student achievement. Schools have the flexibility of designing a program that will be tailored to the specific needs of their student populations. Principals and staffs of the schools work together to find the appropriate intervention strategies for their students. In addition to lowering the pupil-teacher ratio, interventions are selected to target specific educational needs. Educational computer programs, special reading instruction programs, and mentoring programs are examples of the types of strategies that are employed.

During the past school year, the Title I evaluation staff gathered information from Title I principals on the use of various intervention programs. Based on the data received from the principals, the following strategies are examples of programs that were cited most frequently.

Content Mastery

The Content Mastery program is designed to assist learning-disabled students in achieving their maximum potential in mainstream classrooms, and this approach has been used in AISD schools for a number of years. Content Mastery incorporates a collaborative approach in which special education teachers work with general education teachers to match the skills of the student with the demands of the class. Students are identified for Content Mastery through teacher recommendation and diagnostic testing. Thirteen Title I schools offered Content Mastery in 1996-97: Allan, Andrews, Barrington, Brooke, Dawson, Harris, Langford, Sims, Walnut Creek, Widen, Winn, Wooldridge, and Wooten.

Help One Student to Succeed (HOSTS)

Help One Student To Succeed (HOSTS) is a structured mentoring program in which volunteers tutor elementary students in language arts. Students are selected for HOSTS through standardized test scores, a teacher-administered test, and teacher recommendation. Volunteers met with students throughout the year for at least 30 minutes a week in order to strengthen the students' language arts skills using a one-on-one approach.

The HOSTS program coordinator conducted educational testing and wrote individual lesson plans for the students. Volunteers were then able to assist students using the instructional plans devised by the HOSTS coordinator. In 1996-97, the HOSTS program served students at Barrington, Ortega, Widen, and Zavala.

Higher Order Thinking Skills (HOTS)

Higher Order Thinking Skills (HOTS) is a general thinking-skills program designed primarily for Title I and for mildly learning-disabled students in grades 4-7. The program focuses on enhancing basic skills and social interaction skills. HOTS encourages the development of thinking strategies that students need in order to learn new material when it is first taught in the classroom. Both Brown and Harris Elementary served Title I students with the HOTS program in 1996-97.

Integrated Learning System (ILS)

An integrated learning system (ILS) is a computer system that provides instruction and practice problems in several subject areas covering a multiple-year curriculum. The two major ILSs used in AISD in 1996-97 were the Computer Curriculum Corporation (CCC) system and the Jostens Learning System; however, Writing to Read, Writing and Write, and TAAS analysis software were also cited by principals. Eight Title I schools used either CCC or Jostens in 1996-97. Five schools used CCC (Brooke, Jordan, Linder, Norman, and Pecan Springs), and three Title I schools used the Jostens system (Govalle, Houston, and Sims).

PRIVATE SCHOOLS

Eligible students who are attending private schools may be served with Title I funds. Students who generate funds for a private school must meet a two-part eligibility requirement; a student must be from a Title I school attendance area, and also be a recipient of free or reduced price lunch. Of the students who generate funds for a private school, only those who also meet the criterion of needing assistance to reach state achievement standards are eligible to be served. Four private schools in the AISD attendance area participated in the 1996-97 Title I program: Praise Christian Academy, Sacred Heart Catholic School, St. Martin's Lutheran School, and St. Mary's Cathedral School.

DEmOGRAPHICS

In 1996-97, 65 students were served at the four private schools. Praise Christian Academy served 27 students from preschool to grade 8; Sacred Heart Catholic School served 10 students from pre-K to grade 2; St. Martin's Lutheran School served 4 students in grades K through 3; and St. Mary's Cathedral School served 24 students in pre-K through grade 8. Table 5 provides demographic data on the students served at private schools in 1996-97.

Table 5: Number of Private School Students Served by Demographic Group and by Grade, 1996-97

Number of Students Served by Category	Praise Christian	Sacred Heart	St. Martin's	St. Mary's
Male	13	5	0	12
Female	14	5	4	12
Black	24	4	2	0
Hispanic	0	5	2	21
White	3	1	0	3
Age 3	2	0	0	0
Pre-K	3	2	1	0
Kindergarten	5	3	1	3
Grade 1	1	3	1	1
Grade 2	2	2	0	4
Grade 3	2	0	1	3
Grade 4	4	0	0	3
Grade 5	1	0	0	5
Grade 6	4	0	0	1
Grade 7	2	0	0	2
Grade 8	1	0	0	2
Total Number Served	27	10	4	24

Supplementary Instructional Programs

By school year 1996-97, St. Mary's Cathedral School had participated in the Title I program for seven years, St. Martin's Lutheran School and Sacred Heart Catholic School had each been in the program for two years, and Praise Christian Academy was in its first year of full operation. All of these private schools used Title I funds to provide supplementary reading instruction. St. Mary's, St. Martin's, and Praise Christian Academy provided additional instruction in mathematics to Title I students. Table 6 shows the number of students served by subject area at the participating schools.

Table 6: Number of Students Served at Private Schools by Type of Instructional Service, 1996-97

Instructional Service	Praise Christian	Sacred Heart	St. Martin's	St. Mary's
Reading	17	10	4	24
Other Language Arts	5	0	4	0
Mathematics	17	0	4	0
Preschool service (Ages 0-4)	5	0	0	0
Total Number Served	27	10	4	24

Use of Title I Funds

The private schools used their funds in a variety of ways to supplement instruction. The principals at the private schools indicated that 1996-97 Title I funds were used to supplement instructional programs at their schools in the following ways:

- Praise Christian Academy bought computers, software, supplementary mathematics textbooks, manipulatives, and a corrective reading program. The Academy paid for students in grades 7 and 8 to attend Kealing Magnet School, and prepaid registration to a summer SRA workshop.
- Sacred Heart bought computers and materials for the Library Outreach Program.
- St. Martin's purchased materials that students could work on individually or with parents' assistance.
- St. Mary's paid for a Jostens licensing fee, bought software, and paid for a part-time lab technician.

Program Goals

All four schools targeted students having difficulties in language arts, reading, and mathematics. In order to investigate program effectiveness, Title I/Title I Migrant staff surveyed principals of the participating private schools. Staff at two of the schools, Sacred Heart and St. Mary's, indicated that their program goals were met.

However, Praise Christian responded that they had met only three of their five goals. One of the goals not met dealt with Praise Christian's grade 7 and 8 students attending science classes at Kealing Magnet School to obtain lab experience. Praise Christian terminated the contract after students had attended the school for one semester without receiving any actual lab experience. The other goal not met related to attempts at hiring a computer monitor (lab technician) too late in the school year. St. Martin's also indicated that their program goals were not met, primarily because they did not order all of their materials in time for program implementation.

Achievement

To determine program effectiveness for private schools, the percentage of students showing gains on a recognized standardized achievement test is used as the criterion. However, when considering the results reported for these schools, it is important to keep in mind the low numbers of students tested at each campus. Also, since various instruments are used at the schools, it is not possible to draw specific conclusions across the four campuses or to make comparisons between campuses.

Praise Christian Academy

Praise Christian tested 21 students in pre-K through grade 8 with the *Peabody Picture Vocabulary Test (PPVT)*. A review of the test booklets indicated that there were several problems encountered during test administration, so not all students had valid scores. Overall, of the 14 students with valid pre- and posttest scores on the PPVT, nine of them made gains.

Sacred Heart Catholic School

At Sacred Heart, the pre-K through grade 2 students who participated in the Library Outreach Program were tested with either the *Peabody Picture Vocabulary Test (PPVT)* or the *Comprehensive Test of Basic Skills* (CTBS). All ten students had pre- and posttest scores, and the data indicated that seven of the ten students made gains.

St. Martin's Lutheran School

St. Martin's served four students in pre-K through grade 2. Individualized Instruction Kits for students were purchased based on the students' fall *Stanford Achievement Test* (SAT) scores. However, because only one student had both pre- and posttest scores on the SAT, it is not possible to draw any conclusions about student achievement at St. Martin's.

St. Mary's Cathedral School

The 24 students eligible for Title I services at St. Mary's used Jostens computer-assisted instruction. Kindergarten students were tested with the PPVT-R, and grade 1 through grade 8 students were tested with the CTBS; however, valid pre- and posttest scores were not obtained for all students. From the available achievement data, it can be concluded that the majority of students tested made gains from pre- to posttest.

Summary and Conclusions

Analyses of students' scores at Praise Christian Academy, Sacred Heart Catholic School, St. Martin's Lutheran School, and St. Mary's Cathedral School show valid pre- and posttest scores for 39 students in reading and 27 students in mathematics. Sixty-seven percent of these students made gains in reading and 48% made gains in mathematics. Further examination of the individual scores showed that several students, mainly at St. Mary's, experienced significant losses between the pre- and posttest; this lowered average gains for the entire group. Overall, because of the low number of students tested and the different assessment instruments used, it is difficult to make general statements about the effectiveness of the programs at the private schools.

The goal for private school children as stated in the Title I regulations is "*to help private school students make adequate progress toward achieving the state's challenging student performance standards*." Based on the available data from the private schools in AISD, it appears that program implementation in 1996-97 was minimally effective in meeting this goal. However, because of recent rulings by the U.S. Supreme Court, private schools receiving Title I funds will have greater flexibility in their service delivery options during the 1997-98 school year and, thus, more avenues for achieving their program goals.

INSTITUTIONS FOR NEGLECTED OR DELINQUENT YOUTH

Nine neglected or delinquent (N or D) institutions served residents during the 1996-97 school year using Title I funds. Eight of these institutions had one service facility each: Gardner-Betts Juvenile Justice Center; Oaks Treatment Center; Travis County Residential Youth Services; Turman House; Children's Shelter and Assessment Center of Texas; Helping Hand Home for Children; Mary Lee Foundation; and Settlement Club Home. The ninth, Youth Options, had two service facilities sites: Better Roads and Spectrum Shelter. Placement in these institutions was made because of delinquency, abuse, neglect, and/or emotional and behavioral problems.

During the 1996-97 school year, Title I staff tracked program implementation at the N or D institutions. Title I staff gathered demographic, qualitative, and quantitative data from each of the facilities.

Demographic Data

In 1996-97, the neglected or delinquent institutions served 2,034 youths who lived in AISD's attendance area. Key demographics from the N or D institutions include the following:

- 70% were male;
- 33% were African American;
- 39% were Hispanic;
- 27% were White;
- 4% were LEP; and
- 8% were homeless.

In Table 7, demographic and quantitative data for the N or D institutions for 1996-97 are presented. A further breakdown of these data by institution is presented in Appendix B.

Table 7: 1996-97 Demographic Data for Neglected or Delinquent Institutions

Demographics	Neglected	Delinquent	Total
Eligible to Participate	440	1594	2,034
Male	196	1223	1,419
Female	244	371	615
American Indian or Alaskan	1	4	5
Asian or Pacific Islander	2	4	6
Black	143	530	673
Hispanic	122	688	810
White	172	368	540
Enrolled in AISD	330	978	1308
Enrolled Elsewhere	87	393	480
Are AISD Leavers	2	123	125
Are Other District Leavers	1	93	94
Leave AISD Attendance Area upon Leaving Facility	89	53	142
Enrolled in Special Education	188	432	620
LEP	2	71	73
Homeless	179	0	179

Program Descriptions

Five of the N or D institutions serve neglected children and are funded through Title I, Part A. Descriptions of the neglected institutions include the following:

- *Children's Shelter and Assessment Center of Texas* – Children, ages 0-21, resided at this facility if they were removed from their homes for emergency placement. The preschool residents were served through an on-site curriculum. School-age residents attended AISD and were tutored after school at the shelter.
- *Helping Hand Home for Children* - Children, ages 0-21and living in group homes, received on-site and after-school supplementary instruction. The Helping Hand Home for Children used volunteer tutors to provide supplementary services in specific instructional areas for residents with deficits in mathematics or language arts.
- *Settlement Home* – Children, ages 0-21, living in group homes, received on-site and after-school supplementary instruction.
- *Mary Lee Foundation* - A co-educational group, ages 0 to 21 and with specific special education needs, lived in a group home. The residents received on-site and after-school supplementary instruction.
- *Youth Options* – Youth Options was divided into three divisions in the 1996-97 school year: an administrative office; an emergency shelter (Spectrum); and a transitional living shelter (Better Roads). Spectrum Shelter served homeless youth, ages 6 to 18, on-site until they could be enrolled in AISD or an alternative education program. Students also had access to an after-school supplementary tutoring service at the shelter. Better Roads served a coeducational group, grades 9-12, participating in transitional living programs. These youth attended AISD schools and received after-school supplementary tutoring services.

The other four institutions serve delinquent youth and are funded under Title I, Part D, Subpart 2. Descriptions of the delinquent institutions include the following:

- *Gardner-Betts Juvenile Justice Center* - Delinquent detainees, ages 10 to 16, were provided on-site supplementary instruction. The program offered a TAAS-centered curriculum focusing on English, mathematics and reading in content areas.
- *The Oaks Psychiatric Health System* – A coeducational group, ages 5 to 21, with specific education needs lived in a group home at this facility. The residents received on-site and after-school supplementary instruction. In addition, The Oaks provided dropout prevention services to 14 at-risk residents.
- *Travis County Residential Services* - Delinquent detainees, ages 10 to 16, were provided on-site instruction and transitional halfway housing. In addition, an aftercare program offered intensive supervision of residents at home, attending their home school or GED classes, and/or with an employer in a job-training program.
- *Turman House* - Male adolescents, ages 16 to 21 and mainly classified as nonviolent offenders, were enrolled in AISD and received GED instruction off site at AISD's Alternative Learning Center (ALC), along with after-school supplementary tutoring services on site. Turman House adopted new goals: to increase the number and percentage of students passing one or more sections of the GED; and to participate in

GED preparation classes. Turman House provided classes in life skills, along with regular tutorial services.

Program Goals

All of the N or D institutions reported that their program goals were met. Some reported that they forwarded a record number of grade reports to receiving institutions, enabling students to receive credit for grades, attendance, graduation, and GEDs. All of the institutions indicated that they were more satisfied this year than they were in previous years with their ability to involve and retain residents in after-school tutorials. The institutions had two regular high school graduates, one of whom received a scholarship to San Angelo State University, and 42 residents who met the GED requirements.

Summary

In 1996-97, Title I funds were spent at the N or D institutions on staff, library materials, computer lab hardware updates, GED testing fees, and educational materials and supplies. One institution used its Title I funds to set up a Novanet lab.

The neglected or delinquent institutions were able to send out more grade reports, graduate more than one-half of their eligible populations, and boast a scholarship recipient. The institutions enrolled and retained more youth in after-school tutorials this year than they reported last year. In addition, several of the institutions received volunteer services from their surrounding communities, local universities and colleges.

TITLE I STUDENT ACHIEVEMENT

ACHIEVEMENT DATA ANALYSES

In order to address the impact of Title I funds on student achievement, several analyses are presented in this report. TAAS passing rates, along with average Texas Learning Index (TLI) scores, are presented for Title I schools and for the district overall. In addition, a longitudinal analysis of achievement data is presented using both TAAS passing rates and average TLI scores. The data used for these analyses are based on scores for all non-exempt students tested in spring 1997, and the information is presented for the schools overall and for disaggregated groups by subject area tested. Finally, TAAS data are presented for each Title I school by disaggregated group for 1995 through 1997.

PERCENT PASSING TAAS

Figures 15 through 18 present the 1997 average passing rates for TAAS reading, mathematics, and writing for Title I schools and for the district as a whole. It can be seen from these figures that, overall, students at district schools as a whole outperform Title I students. However, when the passing rates for disaggregated groups are examined, the scores for economically disadvantaged, Hispanic, and African American students in Title I schools approach the scores for students in these groups in the district overall. In fact, the percent passing mathematics for economically disadvantaged Title I students slightly exceeds the passing rate for districtwide economically disadvantaged students.

Figure 15: 1997 TAAS Average Percent Passing by Subject (All Non-Exempt Students)

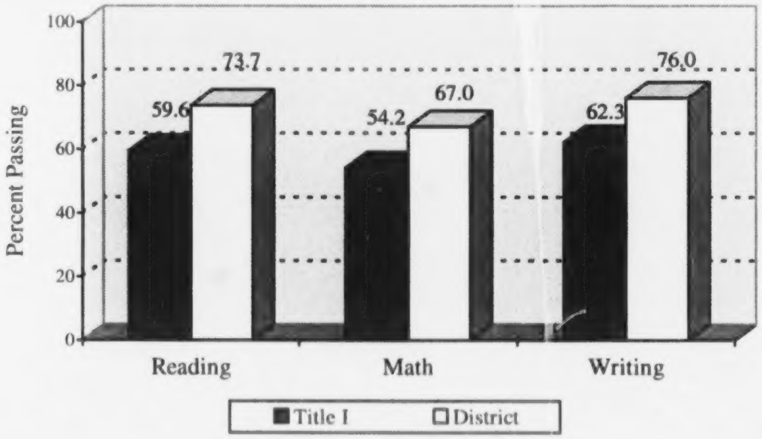


Figure 16: 1997 TAAS Reading Percent Passing by Disaggregated Groups (All Non-Exempt Students)

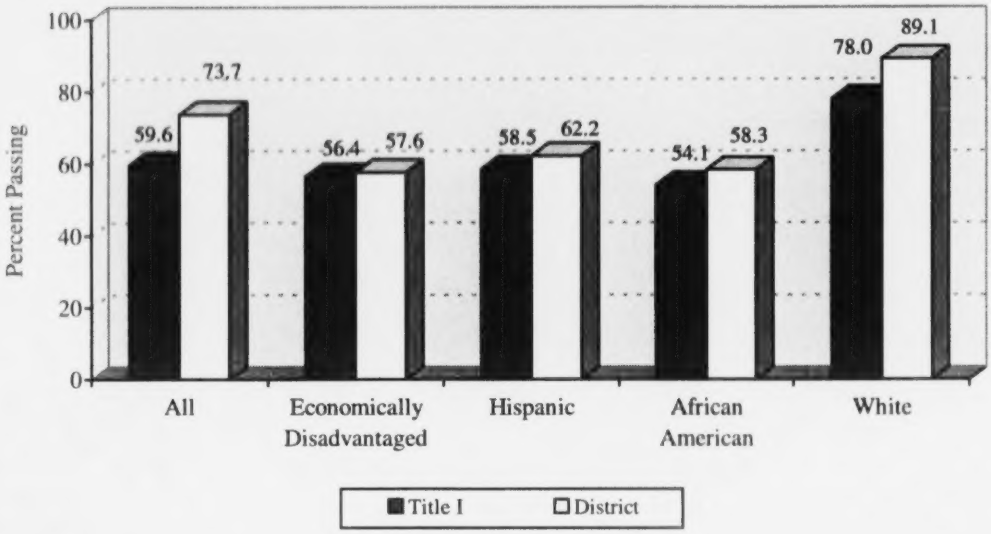


Figure 17: 1997 TAAS Mathematics Percent Passing by Disaggregated Groups (All Non-Exempt Students)

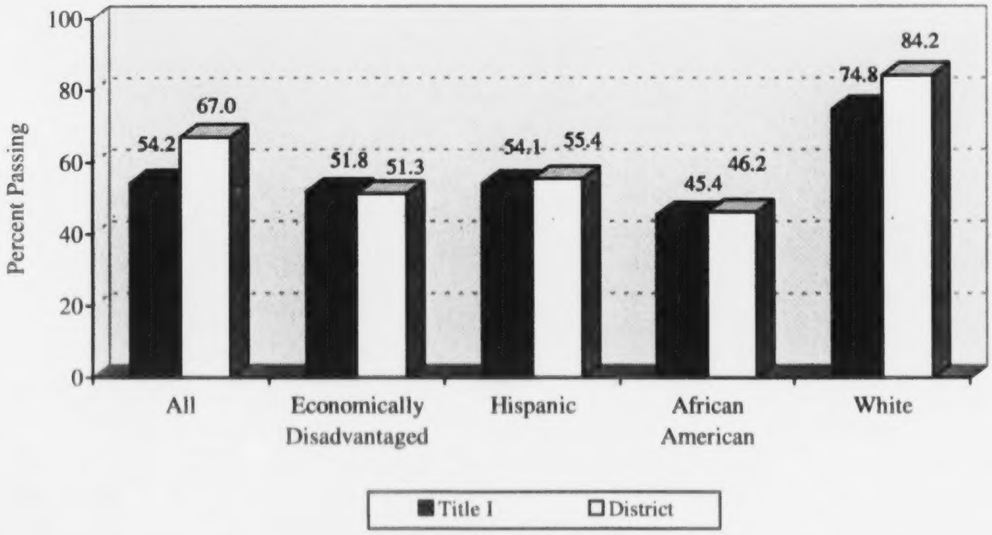
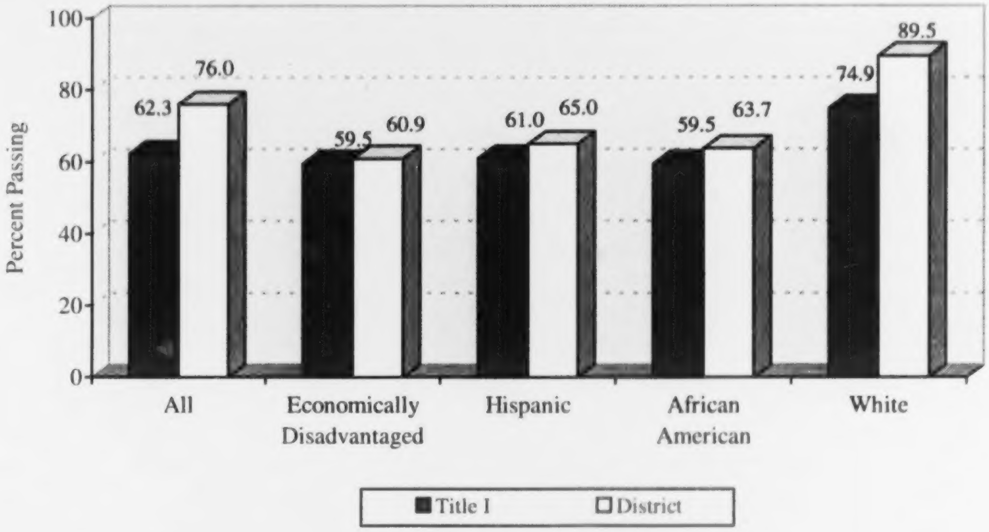


Figure 18: 1997 TAAS Writing Percent Passing by Disaggregated Groups (All Non-Exempt Students)



TEXAS LEARNING INDEX

Figures 19 through 21 present the average TLI for 1997 TAAS reading and mathematics. With the exception of mathematics scores for African American students, the average TLI for Title I students approaches or exceeds the required passing score of 70. In the case of mathematics scores for disaggregated groups, it can be seen that the average TLI scores for Title I students compare very favorably to scores obtained by district students overall.

Figure 19: 1997 TAAS Average TLI by Subject (All Non-Exempt Students)

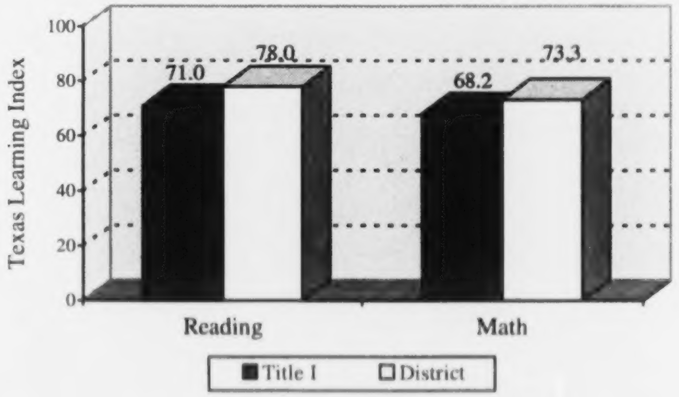


Figure 20: 1997 TAAS Reading Average TLI by Disaggregated Groups (All Non-Exempt Students)

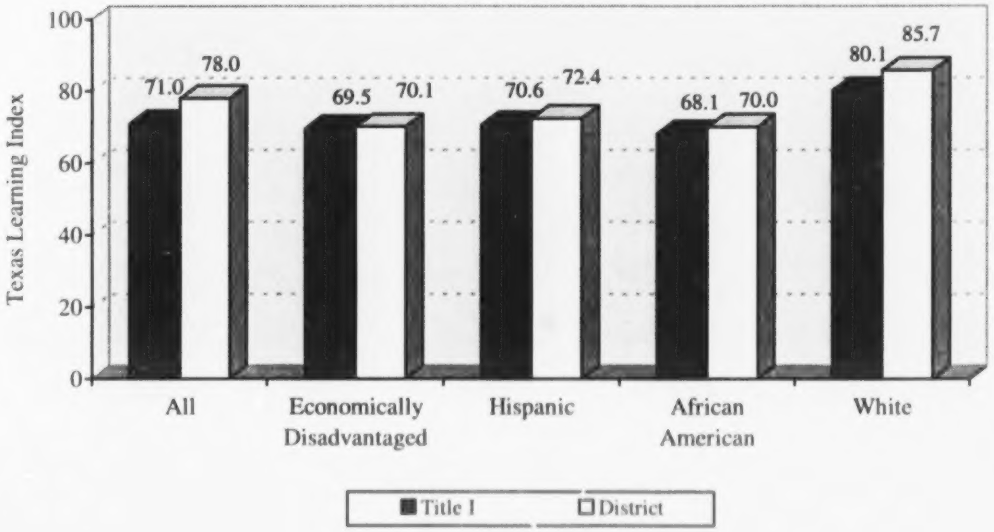
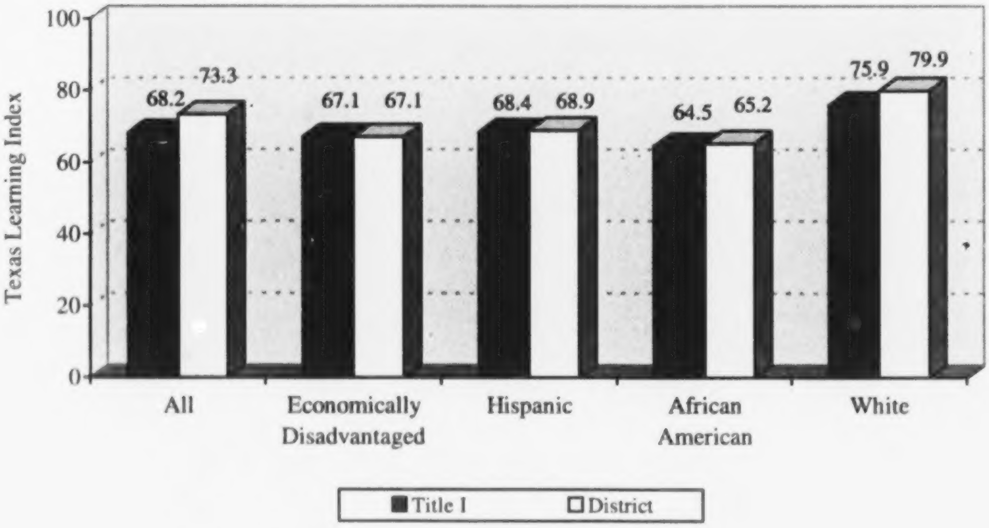


Figure 21: 1997 TAAS Mathematics Average TLI by Disaggregated Groups (All Non-Exempt Students)



LONGITUDINAL DATA

Figures 22 and 23 present longitudinal TAAS data for Title I students for the past four years by percent passing and average TLI, respectively. The average percent passing in reading and writing have remained consistent over the four-year period, while mathematics passing rates have steadily increased. When average TLI scores are examined, however, it can be seen that Title I students, on average, have made strong progress toward attaining the required passing TLI score of 70, with an increase of almost seven TLI score points over the past four years.

Figure 22: Percentage of Title I Students Passing TAAS by Subject, 1993-94 through 1996-97 (All Non-Exempt Students)

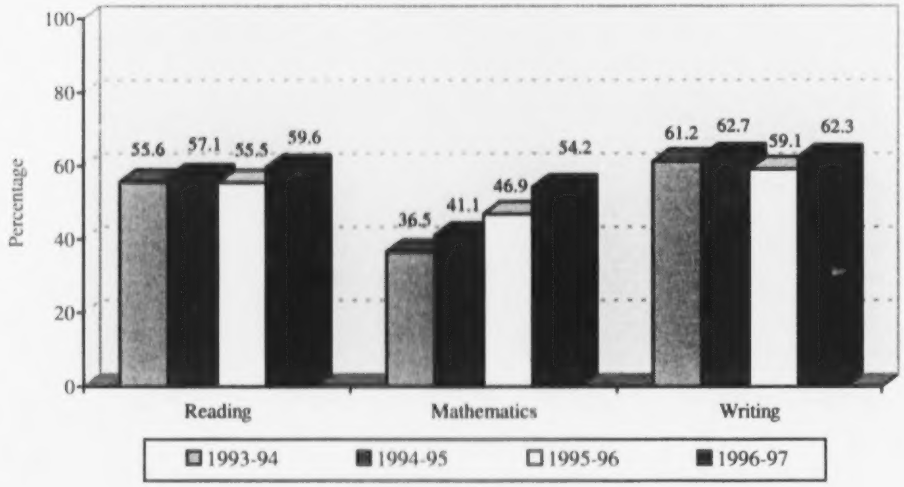


Figure 23: TAAS Average TLI for Title I Students, 1993-94 through 1996-97 (All Non-Exempt Students)

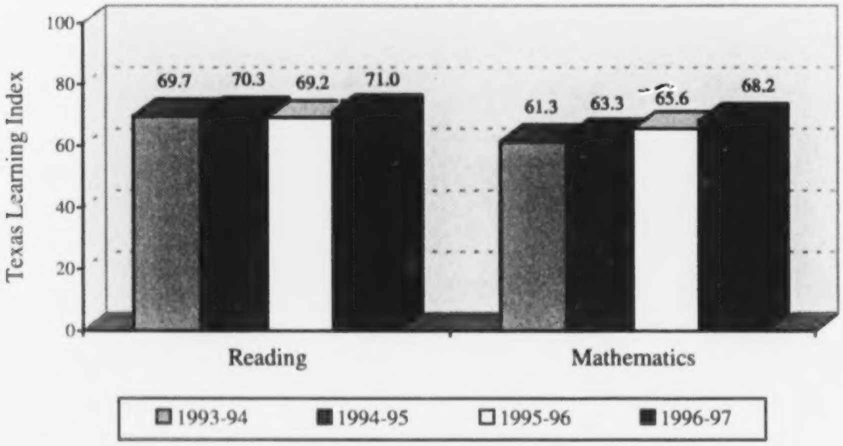


Table 8 shows the percentage of Title I schools and the gains or losses that were made from 1996 to 1997 by subject. When individual school results are examined, it can be seen that students at Title I schools made strong gains on TAAS from 1996 to 1997. In reading, 71% of the Title I schools showed gains in the percentage passing TAAS from 1996 to 1997, and 83% of the Title I schools achieved gains in TAAS mathematics scores.

In terms of writing, only 51% of the elementary schools achieved gains from 1996 to 1997, while all five of the Title I middle schools showed gains. In addition, all of the Title I middle schools showed improvement from 1996 to 1997 on TAAS mathematics and 80% improved their TAAS reading scores.

Table 8: Percent of Title I Schools Making Gains and Losses on TAAS from 1996 to 1997 by Subject

Subject	% Title I Schools Making Gains from 1996 to 1997	% Title I Schools With Losses from 1996 to 1997	% Title I Schools With Same Scores in 1996 and 1997
Reading			
All Students	71	24	5
Elem. Students	69	25	6
M.S. Students	80	20	0
Mathematics			
All Students	83	17	0
Elem. Students	81	19	0
M.S. Students	100	0	0
Writing			
All Students	59	41	0
Elem. Students	51	49	0
M.S. Students	100	0	0

COMMENDATIONS FOR TITLE I SCHOOLS

During the 1996-97 school year, a number of Title I schools in AISD received commendations for the achievement levels of their students. Barrington and Wooldridge were identified by the Texas Education Agency (TEA) as Commended Schools. This honor is bestowed on schools funded through Title I that have 70% or more of their students passing the reading and mathematics sections of TAAS for the previous academic year (1995-96). Becker Elementary was rated as Recognized by TEA for the first time in 1996-97. This rating is earned by schools that achieve TAAS passing rates of at least 75% and dropout rates no higher than 3.5%. Also, four AISD elementary schools were identified as Blue Ribbon Schools by the state, and all four schools chosen for this recognition are funded under Title I. The four schools so honored were Brown, Campbell, Walnut Creek, and Zavala. Finally, in addition to the above honors conferred by the state, 18 Title I schools were recognized by the AISD Board of Trustees for being among a group of 21 elementary schools in the district that achieved a 7% or greater increase in students passing all portions of the 1995-96 TAAS.

CONCLUSIONS

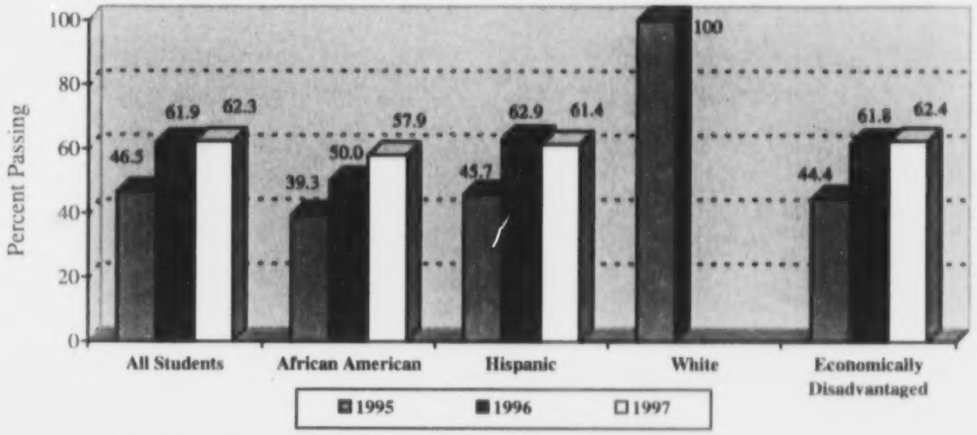
Overall, scores on TAAS obtained by students in Title I schools are lower than scores districtwide. However, when scores are examined by disaggregated groups, it can be seen that economically disadvantaged, Hispanic, and African American students compare favorably with similar students districtwide. Likewise, average TLI scores indicate that students in Title I schools have made steady progress over the past four years, especially in mathematics achievement as measured by the TAAS. In addition, a number of Title I schools received commendations during the past year for the achievement levels of their students.

ACHIEVEMENT DATA BY SCHOOL

In Figures 24 through 146, TAAS data are presented for each Title I school by disaggregated group for 1995 through 1997. The numbers used in these figures are based on accountability data reported to TEA and are derived from students who were enrolled in the district on a selected day at the end of October (October 25 for the 1996-97 school year).

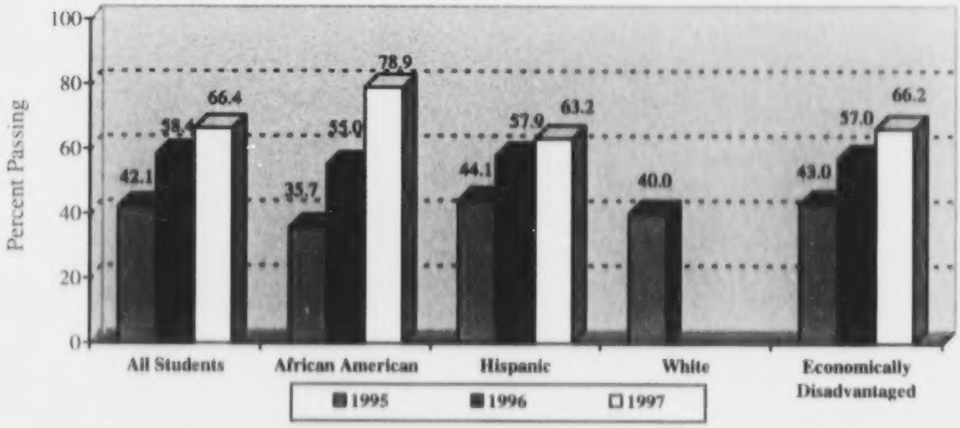
ALLAN ELEMENTARY

Figure 24: TAAS Reading by Disaggregated Group, 1995 through 1997



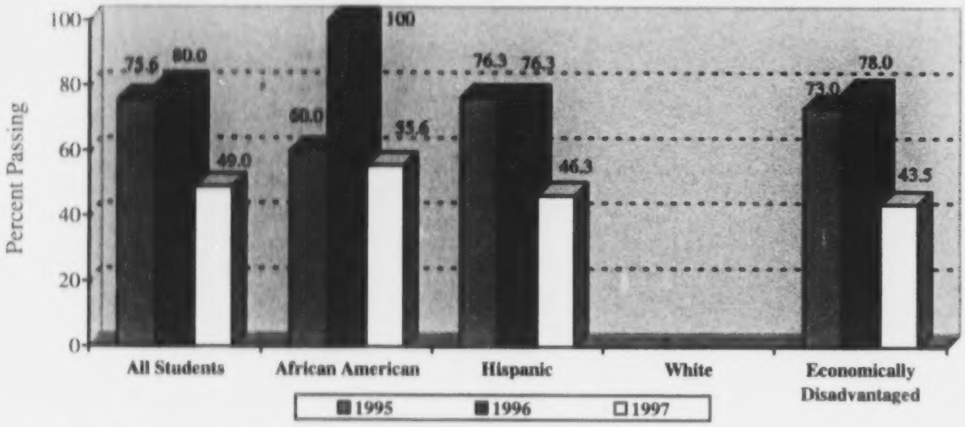
* There were not enough White students in 1996 or 1997 to report.

Figure 25: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough White students in 1996 or 1997 to report.

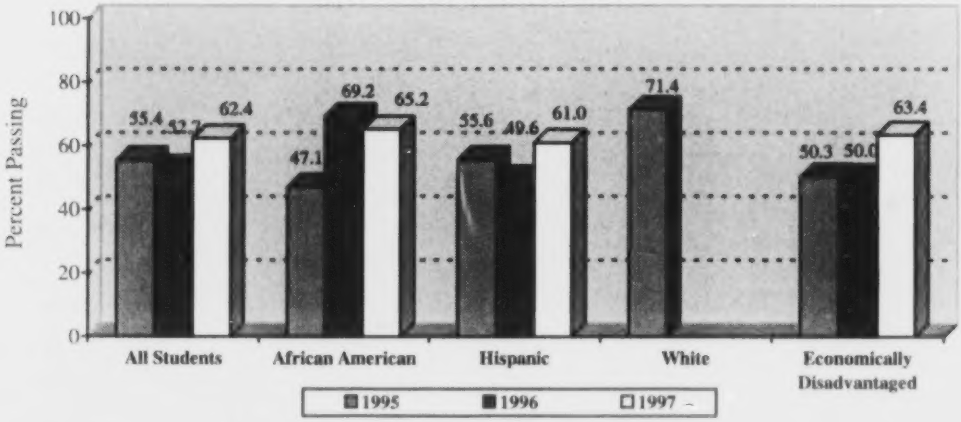
Figure 26: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough White students in any year to report.

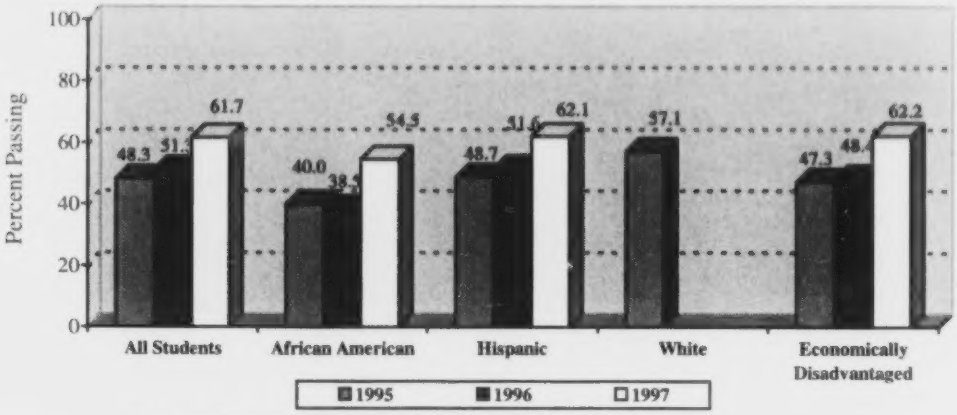
ALLISON ELEMENTARY

Figure 27: TAAS Reading by Disaggregated Group, 1995 through 1997



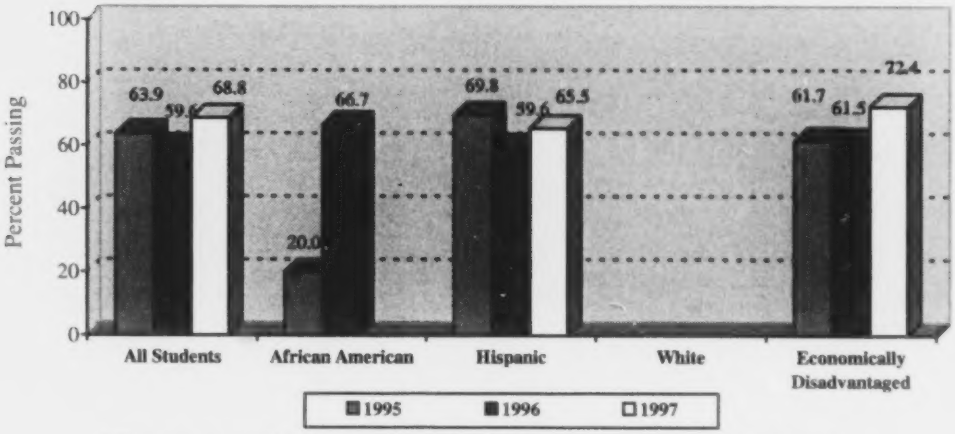
* There were not enough White students in 1996 or 1997 to report.

Figure 28: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough White students in 1996 or 1997 to report.

Figure 29: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough African American students in 1997 or White students in any year to report.

ANDREWS ELEMENTARY

Figure 30: TAAS Reading by Disaggregated Group, 1995 through 1997

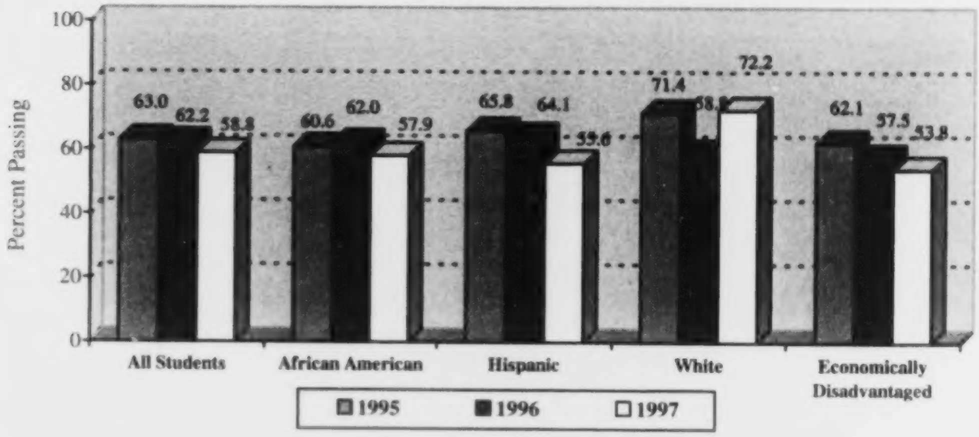


Figure 31: TAAS Mathematics by Disaggregated Group, 1995 through 1997

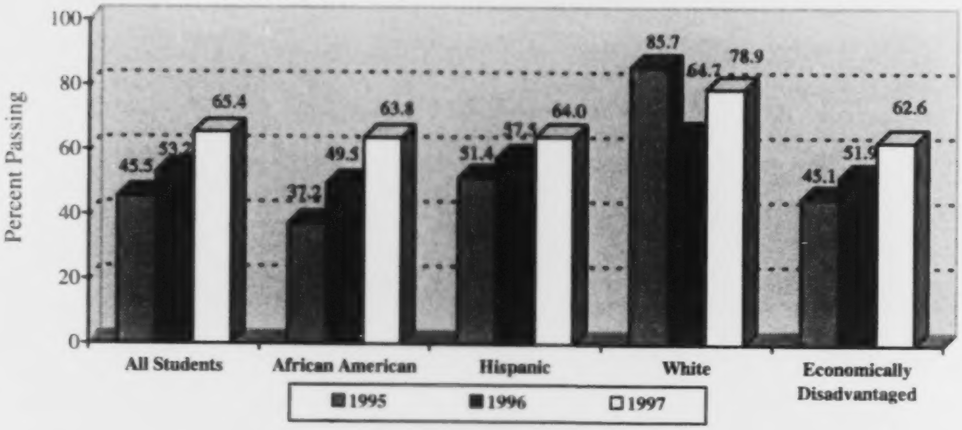
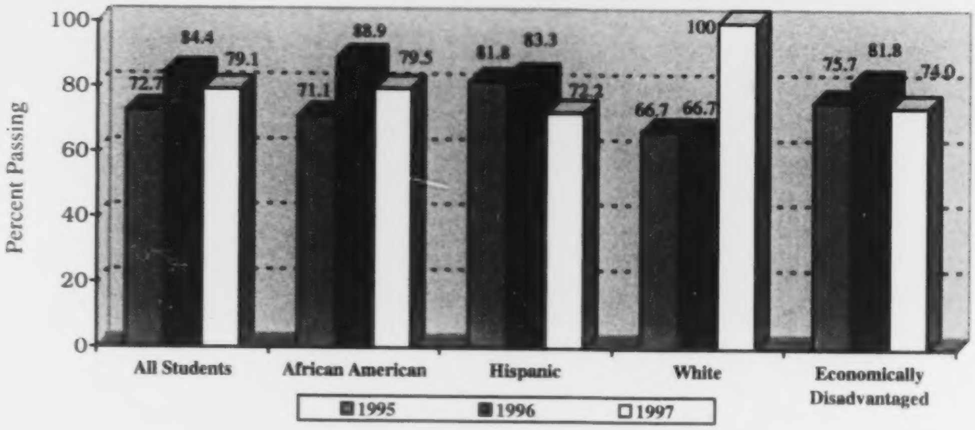


Figure 32: TAAS Writing by Disaggregated Group, 1995 through 1997



BARRINGTON ELEMENTARY

Figure 33: TAAS Reading by Disaggregated Group, 1995 through 1997

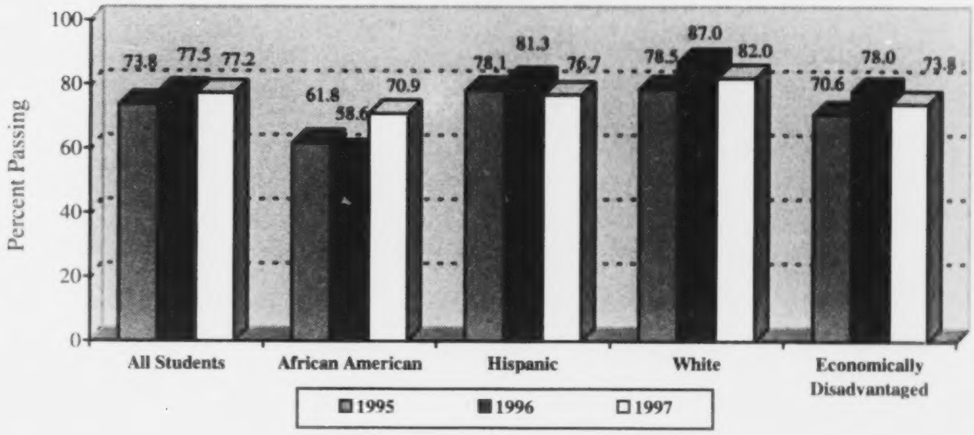


Figure 34: TAAS Mathematics by Disaggregated Group, 1995 through 1997

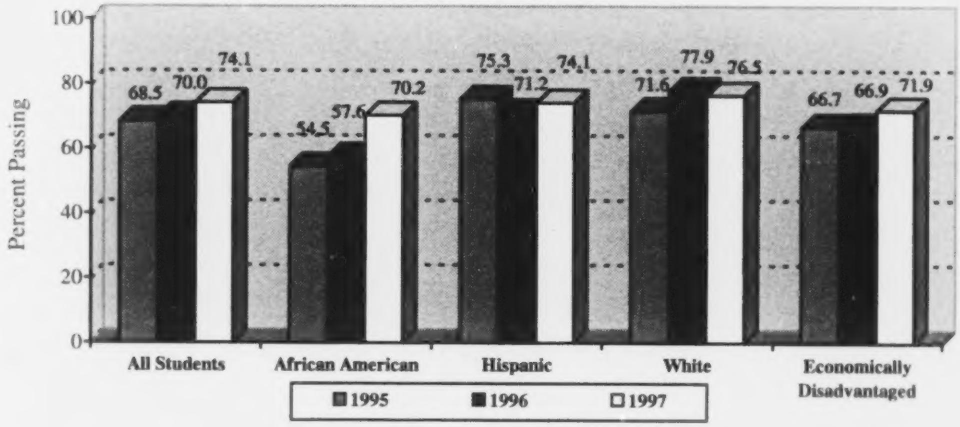
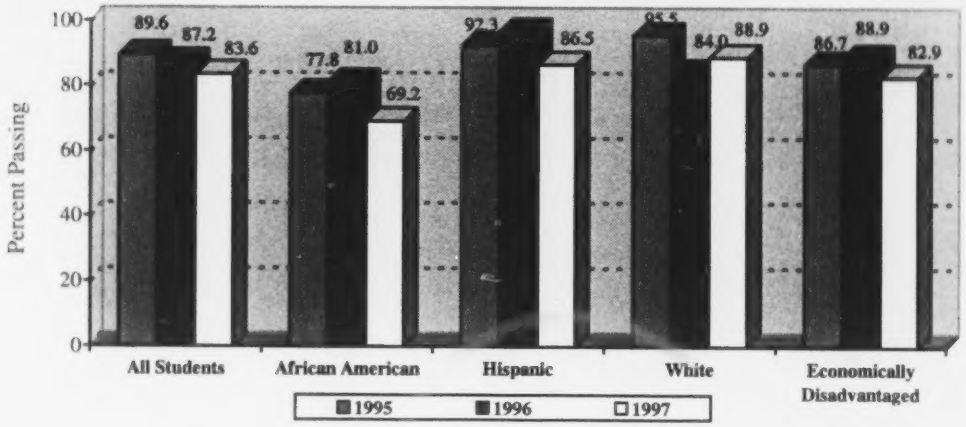


Figure 35: TAAS Writing by Disaggregated Group, 1995 through 1997



BECKER ELEMENTARY

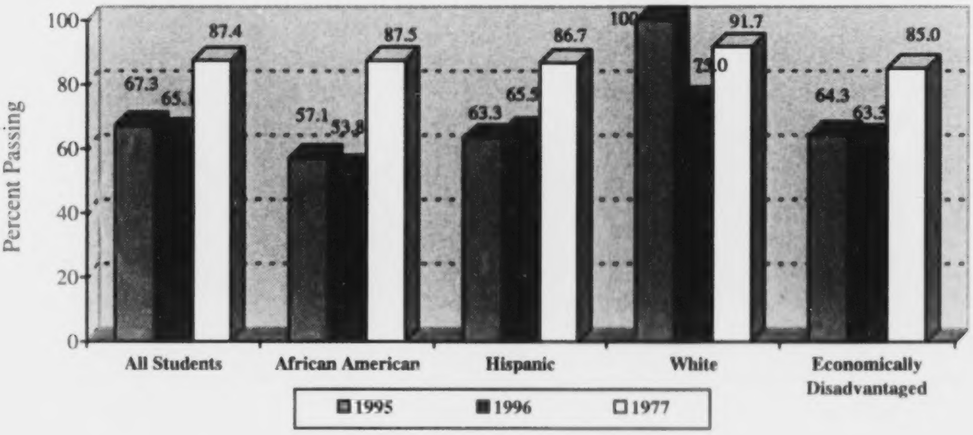


Figure 36: TAAS Reading by Disaggregated Group, 1995 through 1997

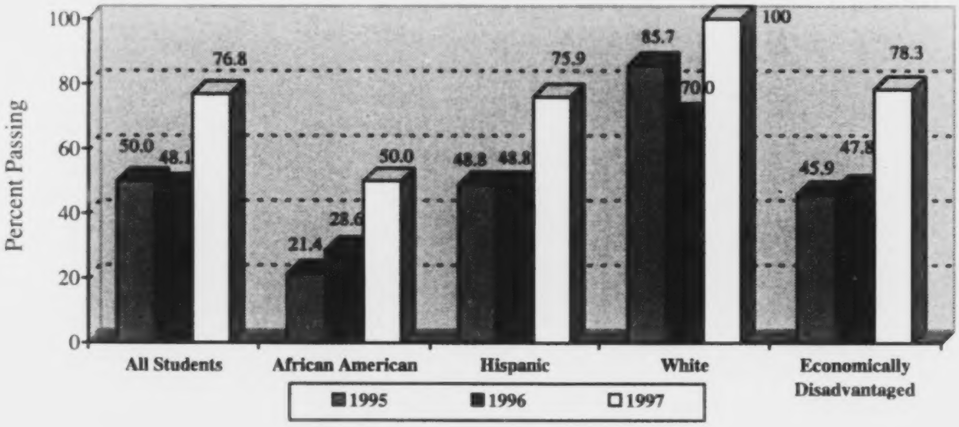


Figure 37: TAAS Mathematics by Disaggregated Group, 1995 through 1997

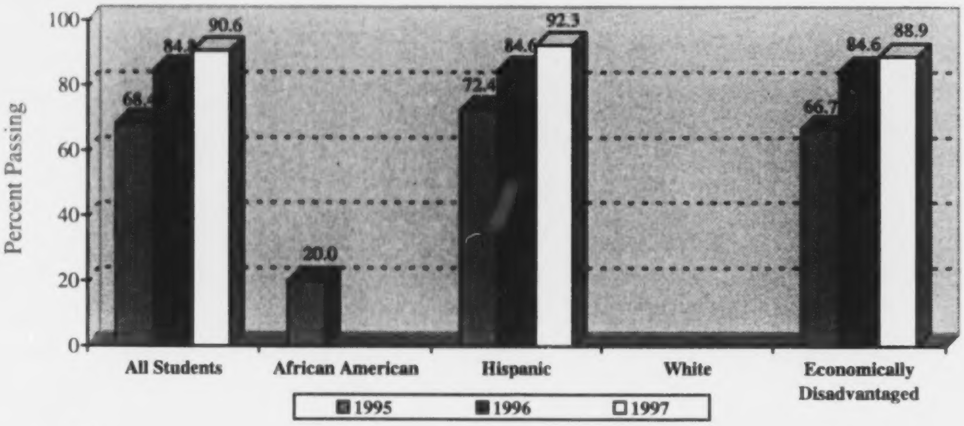
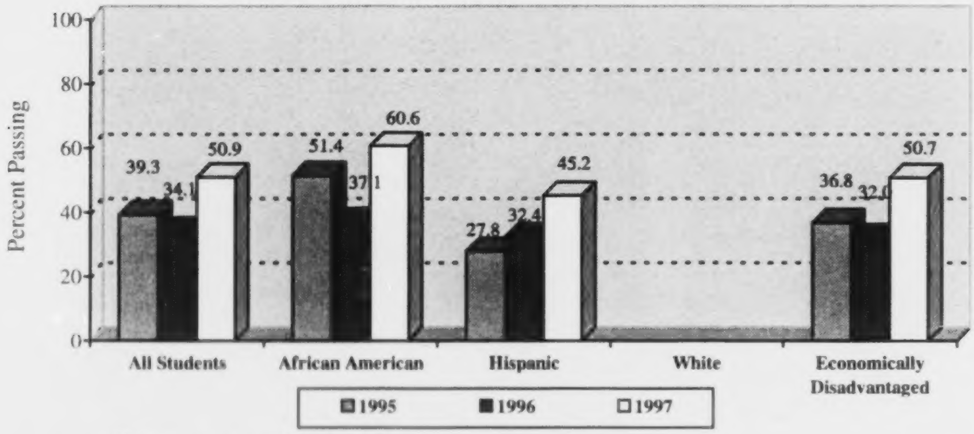


Figure 38: TAAS Writing by Disaggregated Group, 1995 through 1997

* There were not enough African American students in 1996 or 1997 or White students in any year to report.

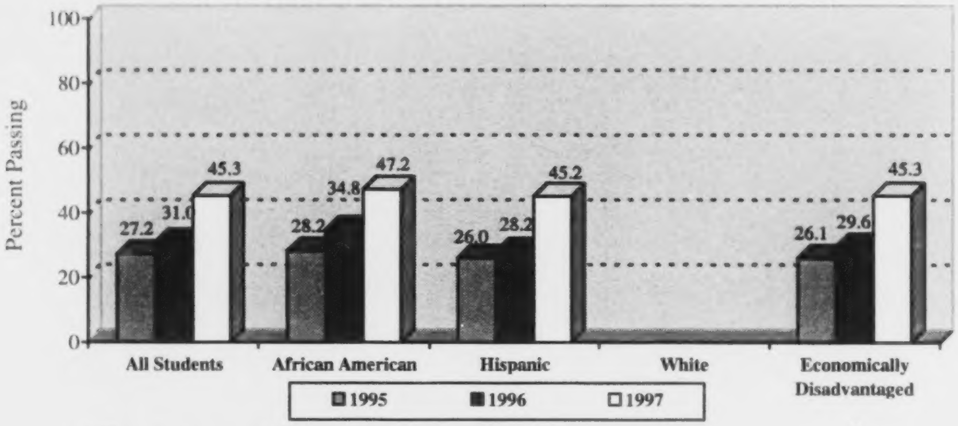
BLACKSHEAR ELEMENTARY

Figure 39: TAAS Reading by Disaggregated Group, 1995 through 1997



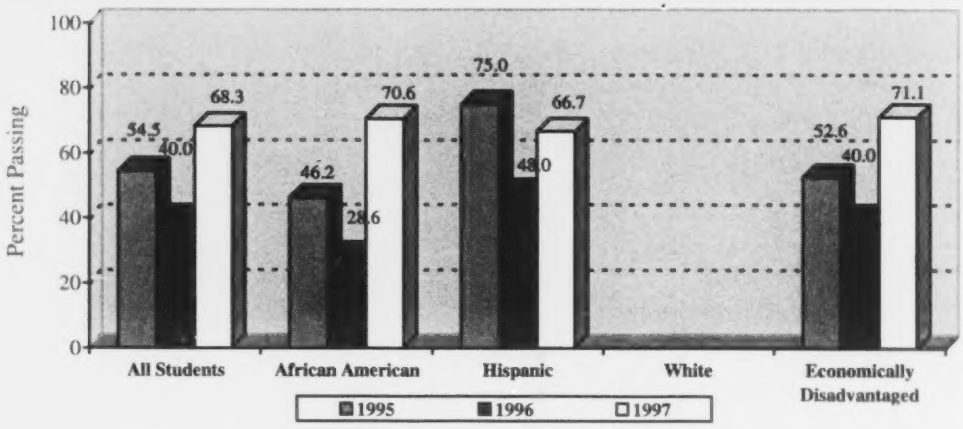
* There were not enough White students in any year to report.

Figure 40: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough White students in any year to report.

Figure 41: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough White students in any year to report.

BLANTON ELEMENTARY

Figure 42: TAAS Reading by Disaggregated Group, 1995 through 1997

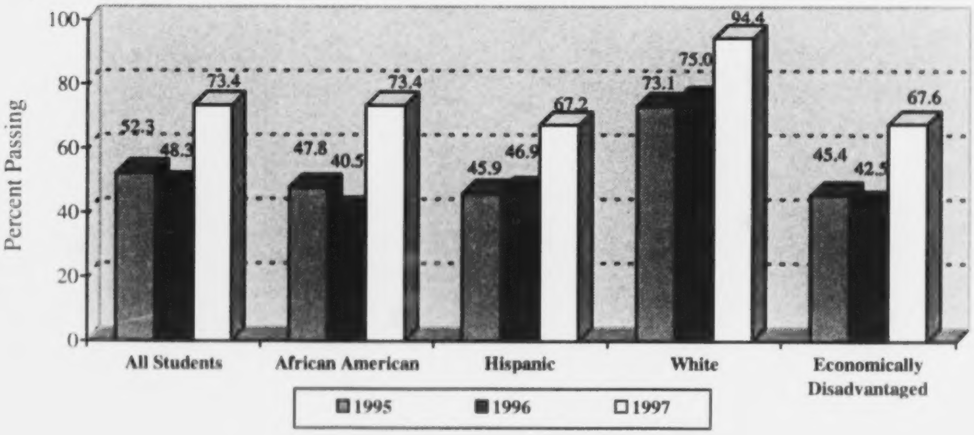


Figure 43: TAAS Mathematics by Disaggregated Group, 1995 through 1997

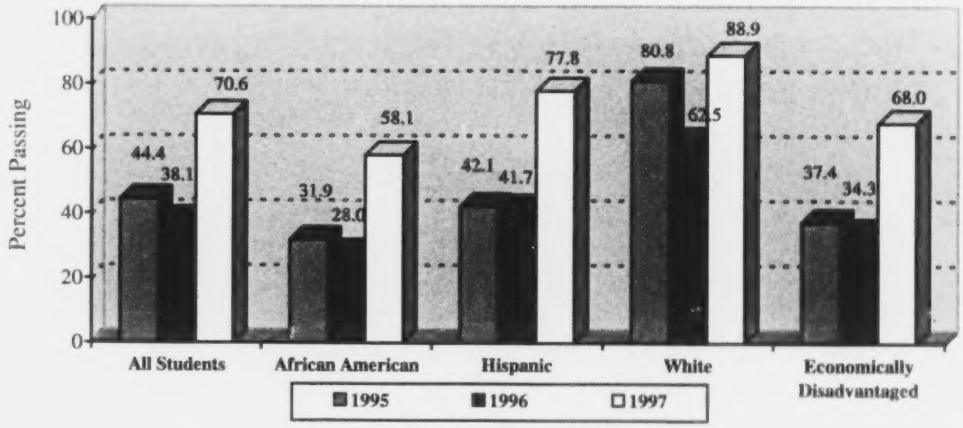
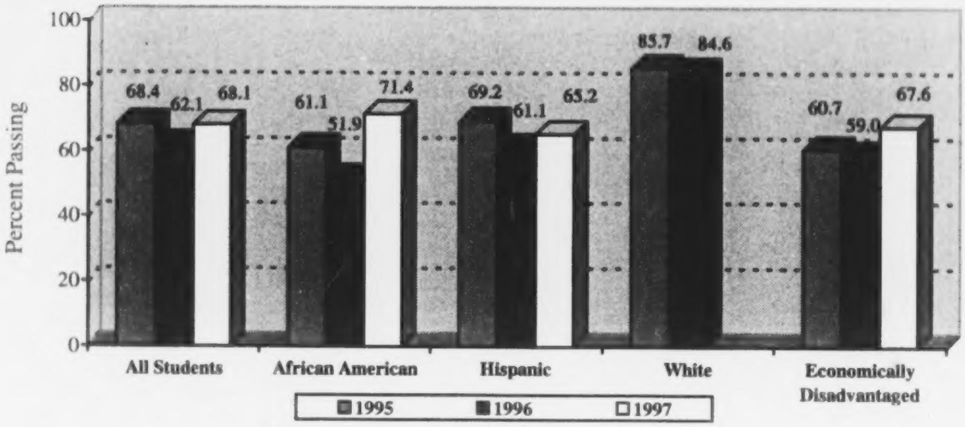


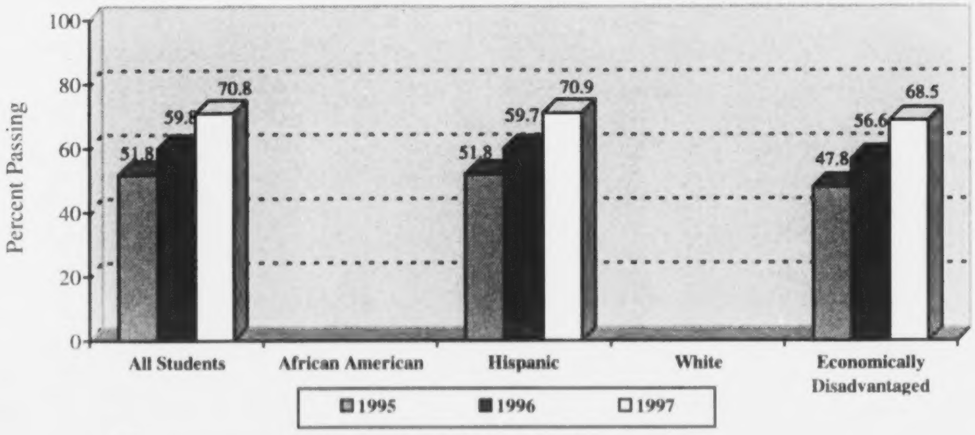
Figure 44: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough White students in 1997 to report.

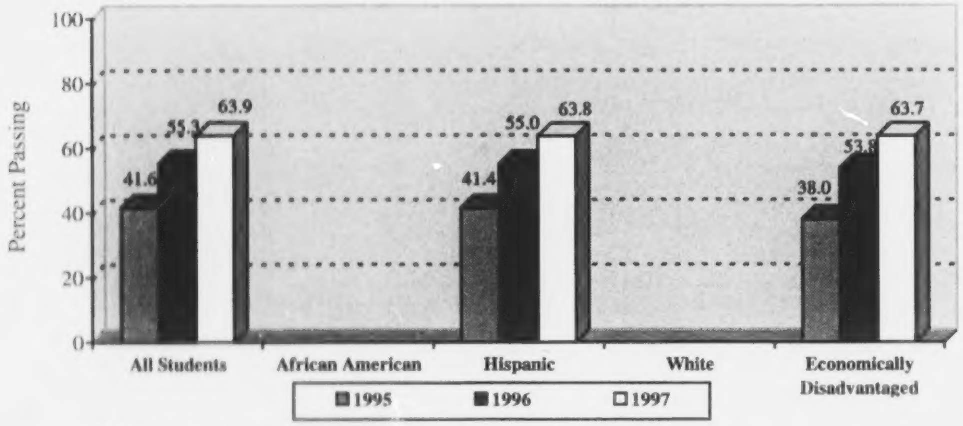
BROOKE ELEMENTARY

Figure 45: TAAS Reading by Disaggregated Group, 1995 through 1997



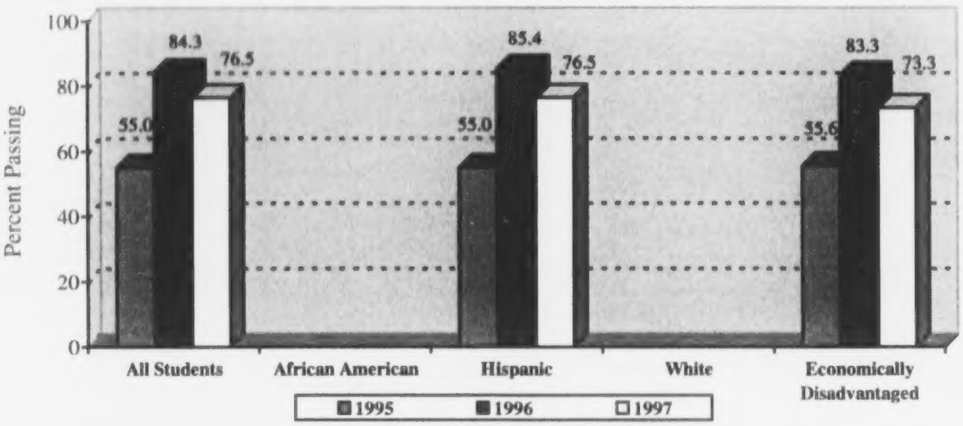
* There were not enough African American or White students in any year to report.

Figure 46: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough African American or White students in any year to report.

Figure 47: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough African American or White students in any year to report.

BROWN ELEMENTARY

Figure 48: TAAS Reading by Disaggregated Group, 1995 through 1997

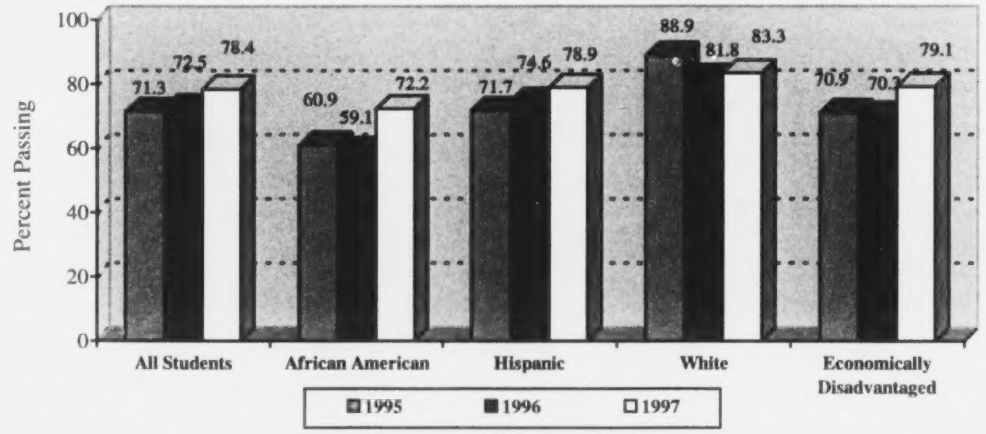


Figure 49: TAAS Mathematics by Disaggregated Group, 1995 through 1997

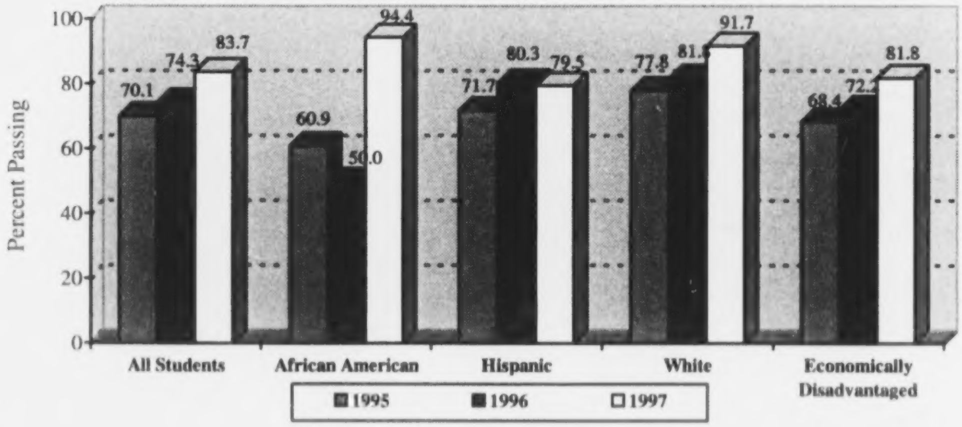
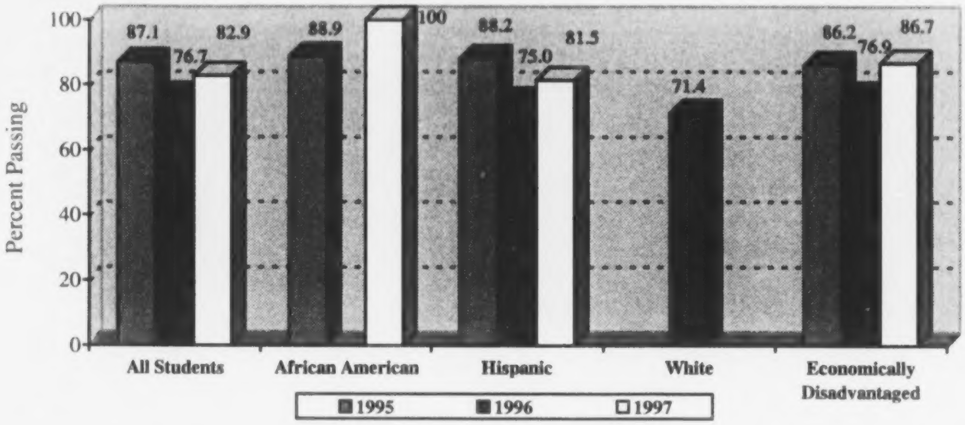


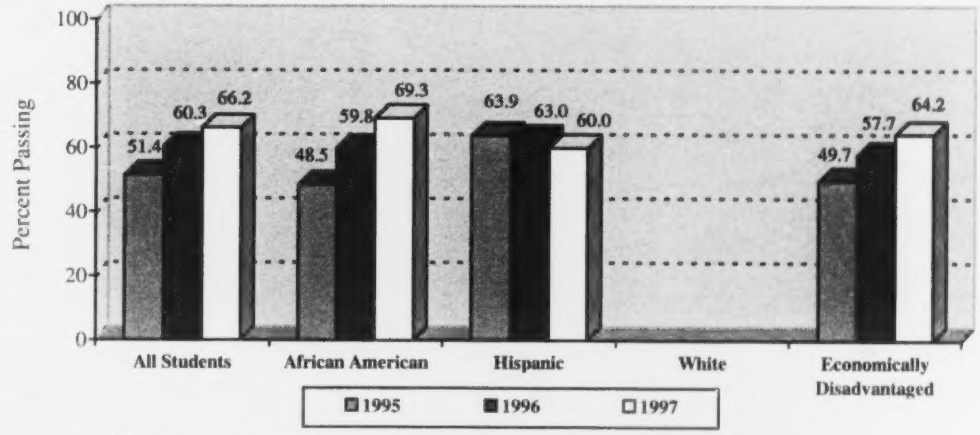
Figure 50: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough African American students in 1996 or White students in 1995 or 1997 to report.

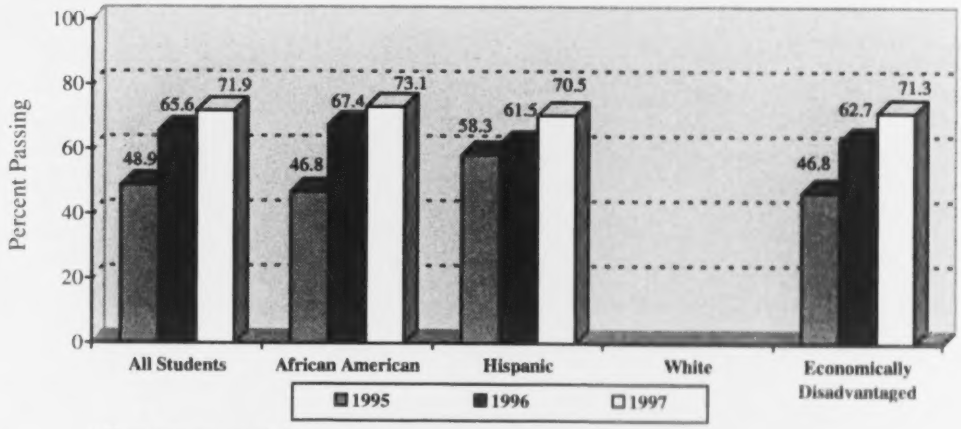
CAMPBELL ELEMENTARY

Figure 51: TAAS Reading by Disaggregated Group, 1995 through 1997



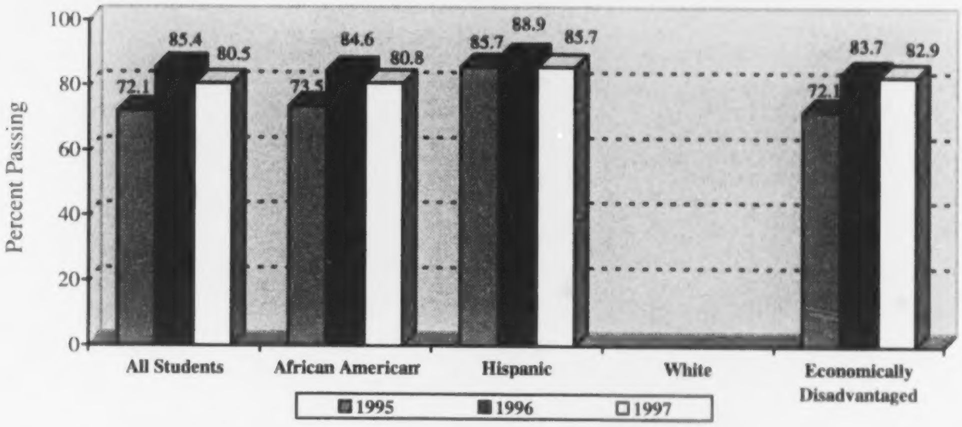
* There were not enough White students in any year to report.

Figure 52: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough White students in any year to report.

Figure 53: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough White students in any year to report.

DAWSON ELEMENTARY

Figure 54: TAAS Reading by Disaggregated Group, 1995 through 1997

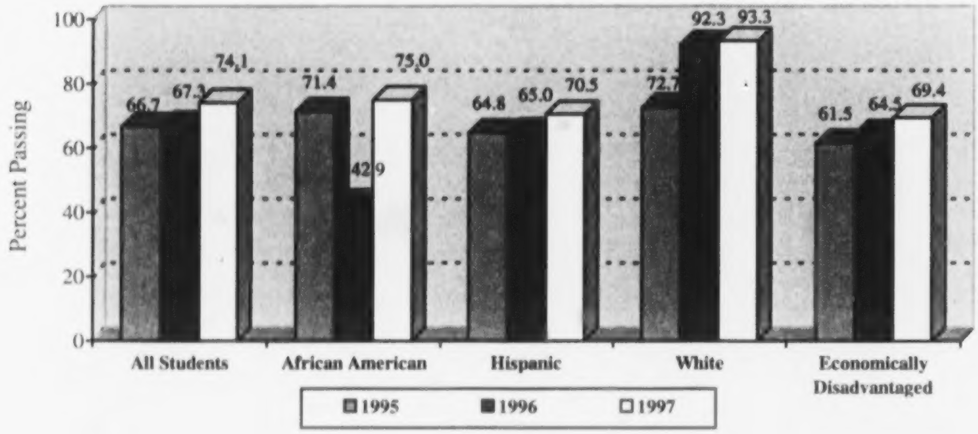


Figure 55: TAAS Mathematics by Disaggregated Group, 1995 through 1997

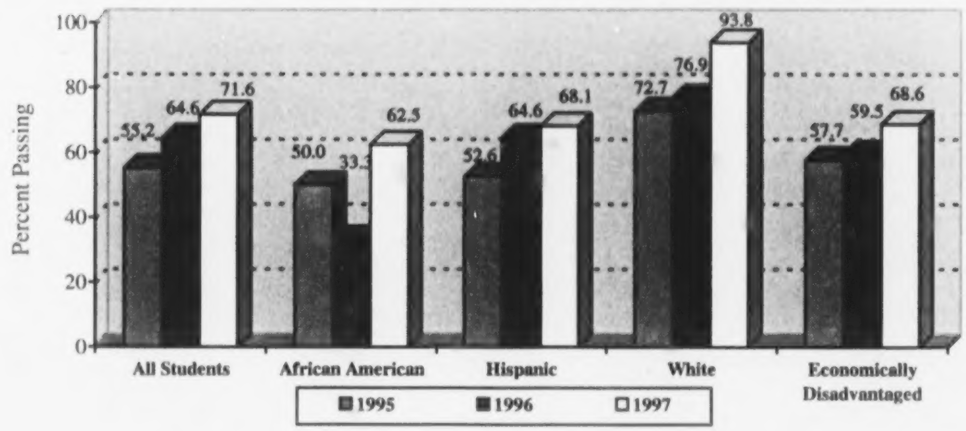
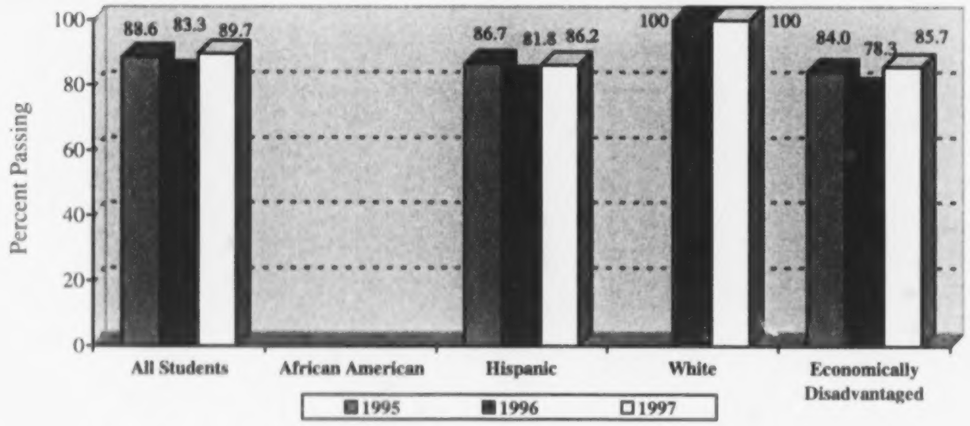


Figure 56: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough African American students in any year or White students in 1995 to report.

GALINDO ELEMENTARY

Figure 57: TAAS Reading by Disaggregated Group, 1995 through 1997

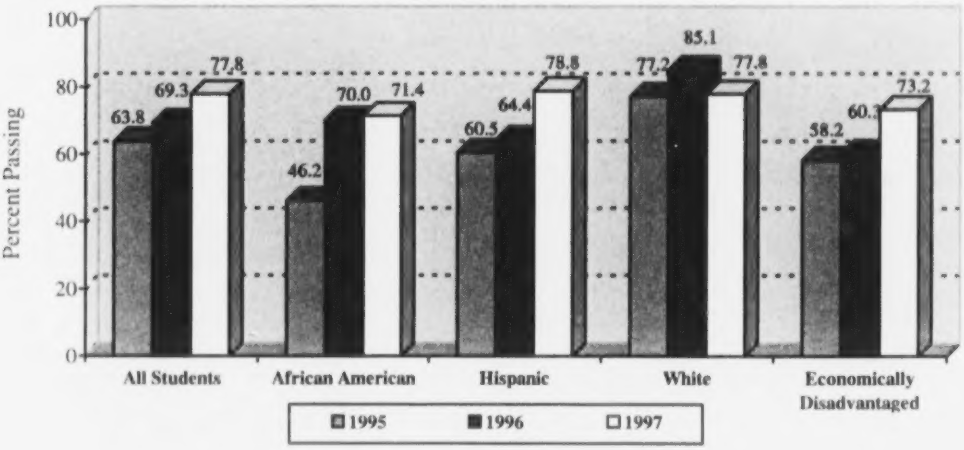


Figure 58: TAAS Mathematics by Disaggregated Group, 1995 through 1997

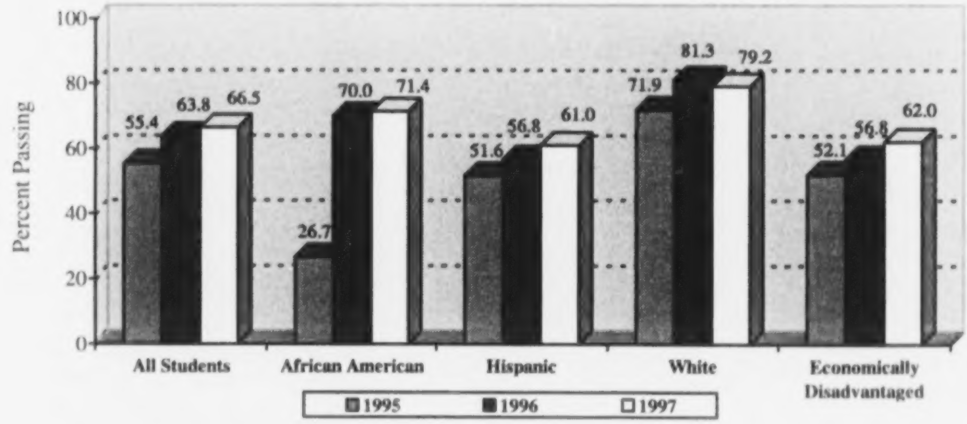
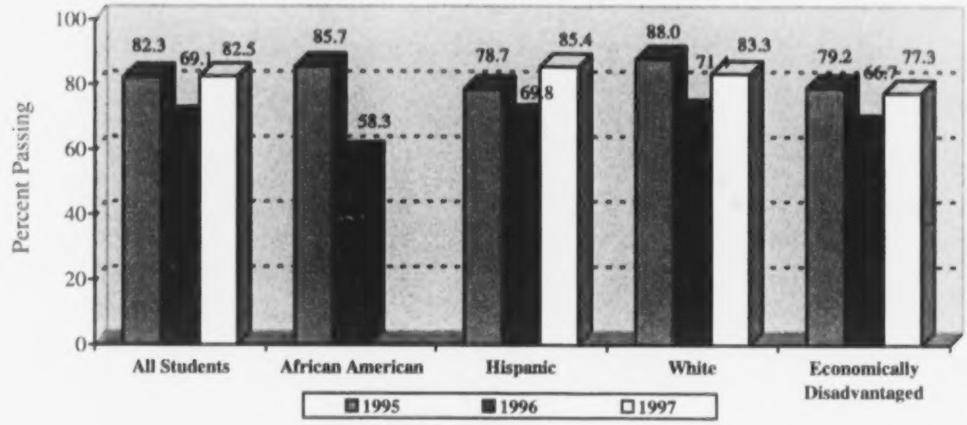


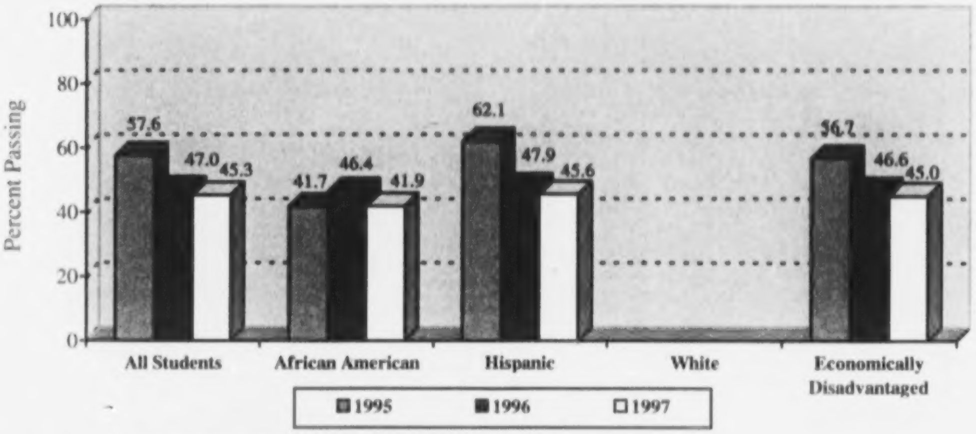
Figure 59: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough African American students in 1997 to report.

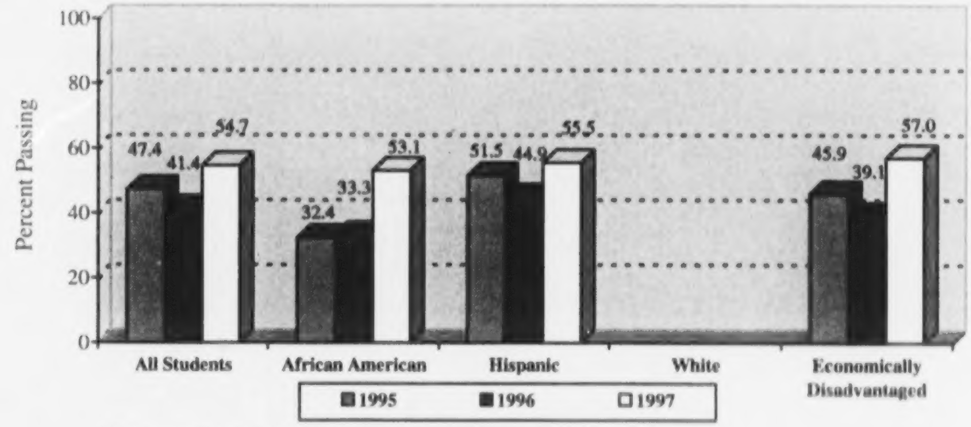
GOVALLE ELEMENTARY

Figure 60: TAAS Reading by Disaggregated Group, 1995 through 1997



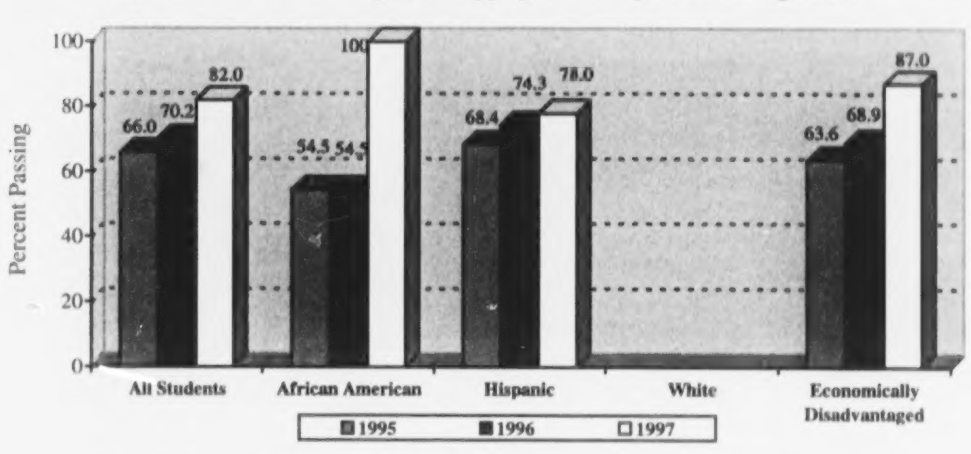
* There were not enough White students in any year to report.

Figure 61: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough White students in any year to report.

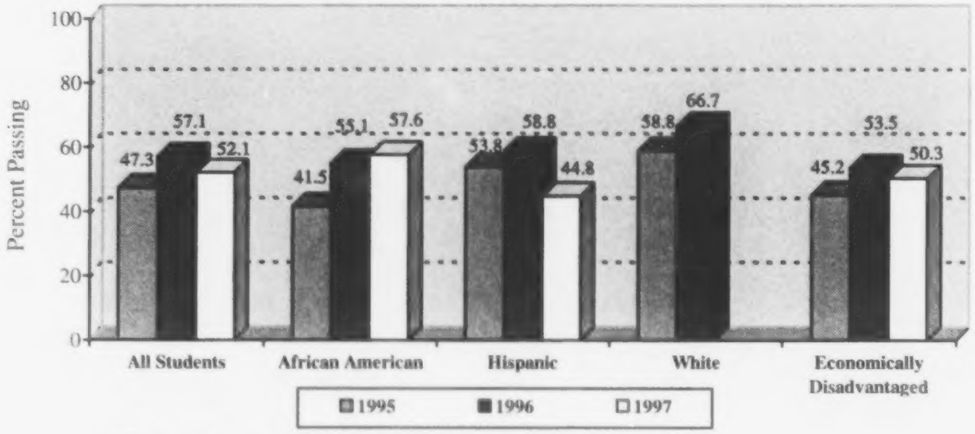
Figure 62: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough White students in any year to report.

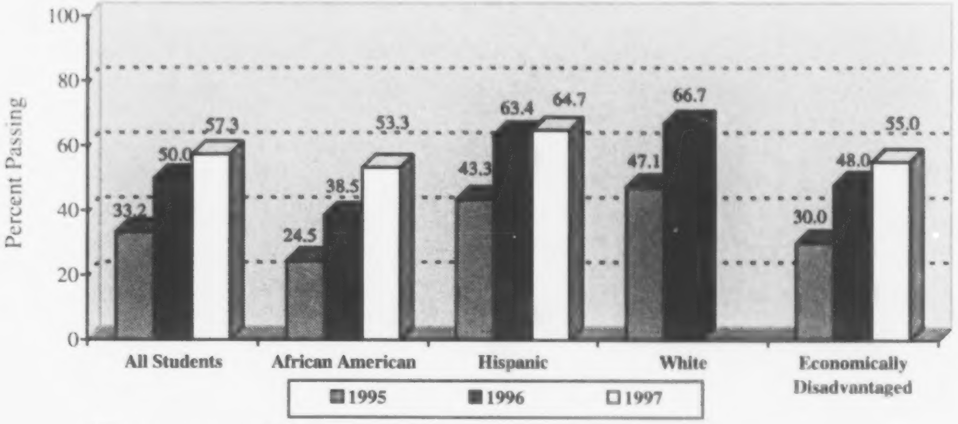
HARRIS ELEMENTARY

Figure 63: TAAS Reading by Disaggregated Group, 1995 through 1997



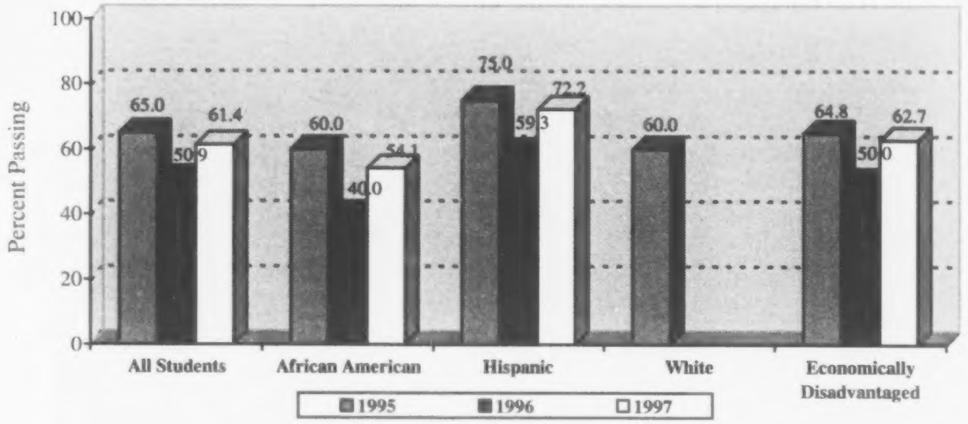
* There were not enough White students in 1997 to report.

Figure 64: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough White students in 1997 to report.

Figure 65: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough White students in 1996 or 1997 to report.

HOUSTON ELEMENTARY

Figure 66: TAAS Reading by Disaggregated Group, 1995 through 1997

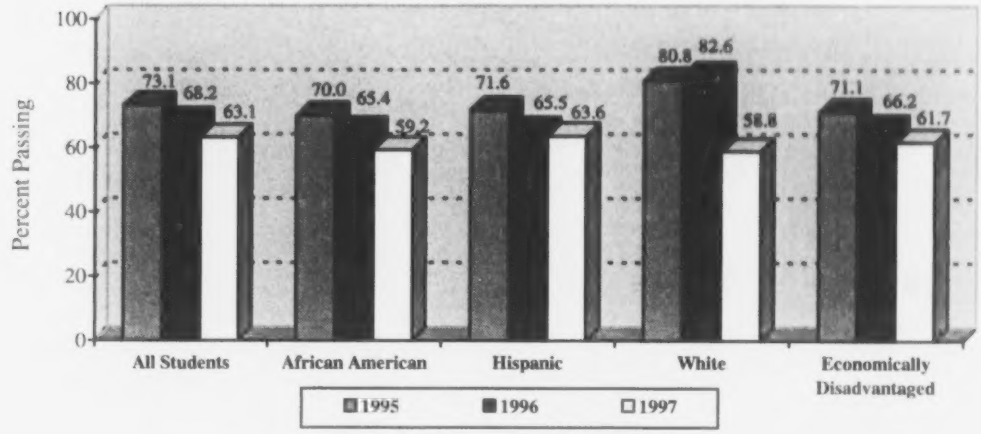


Figure 67: TAAS Mathematics by Disaggregated Group, 1995 through 1997

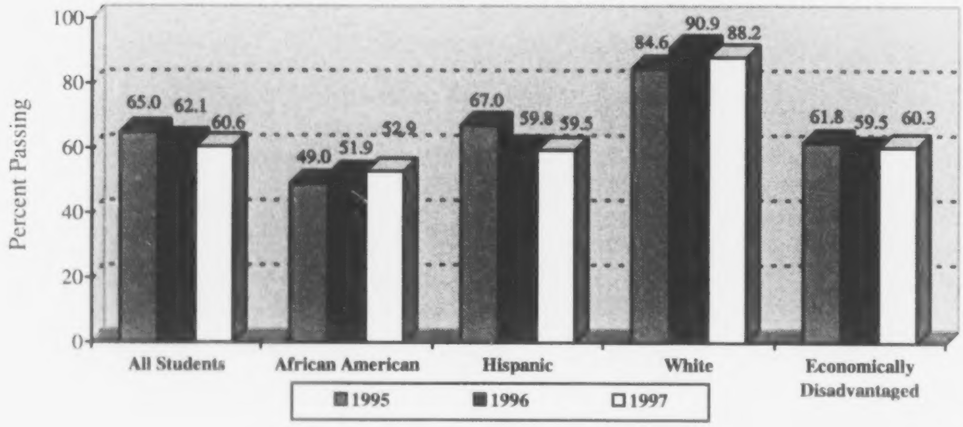
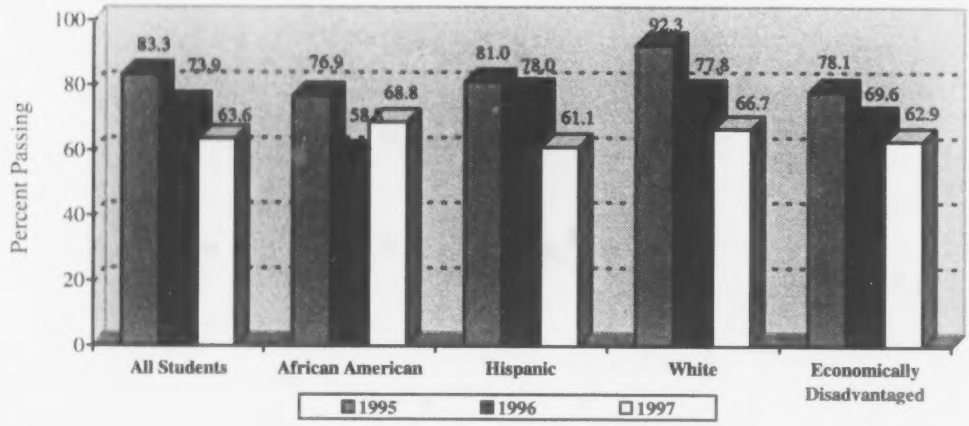
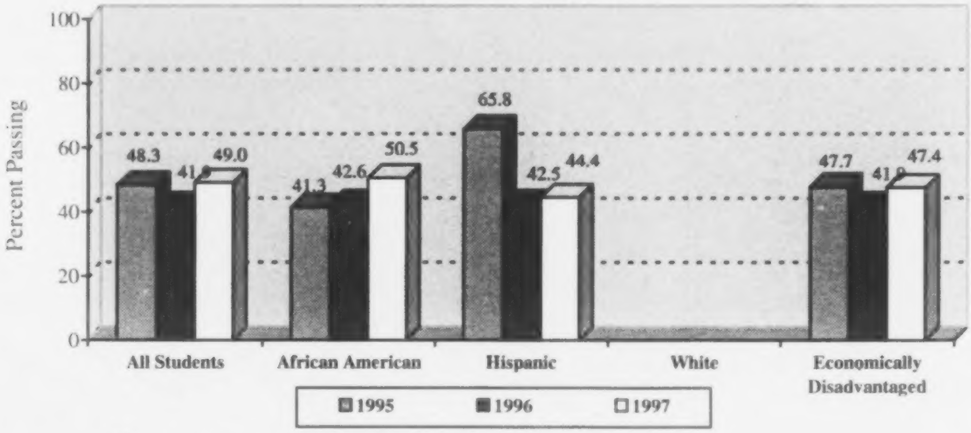


Figure 68: TAAS Writing by Disaggregated Group, 1995 through 1997



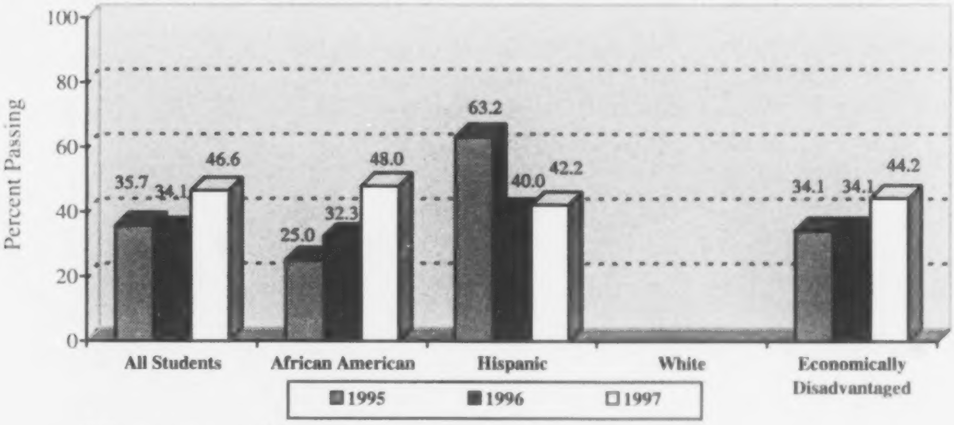
JORDAN ELEMENTARY

Figure 69: TAAS Reading by Disaggregated Group, 1995 through 1997



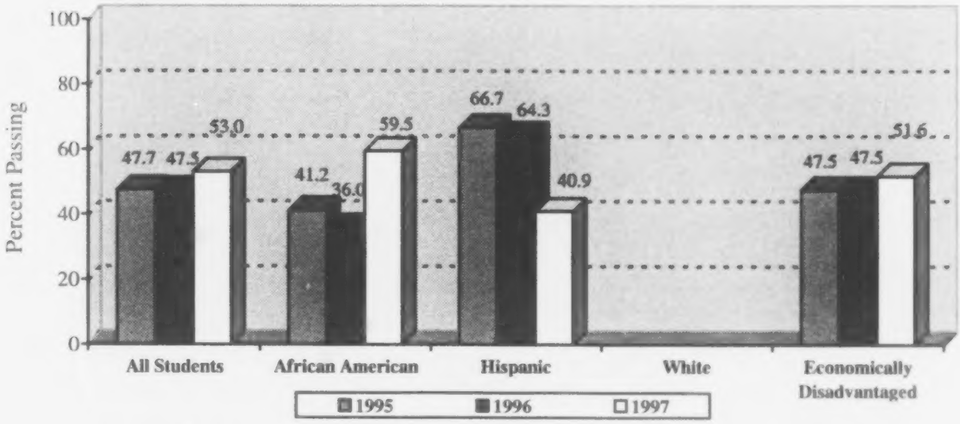
* There were not enough White students in any year to report.

Figure 70: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough White students in any year to report.

Figure 71: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough White students in any year to report.

LANGFORD ELEMENTARY

Figure 72: TAAS Reading by Disaggregated Group, 1995 through 1997

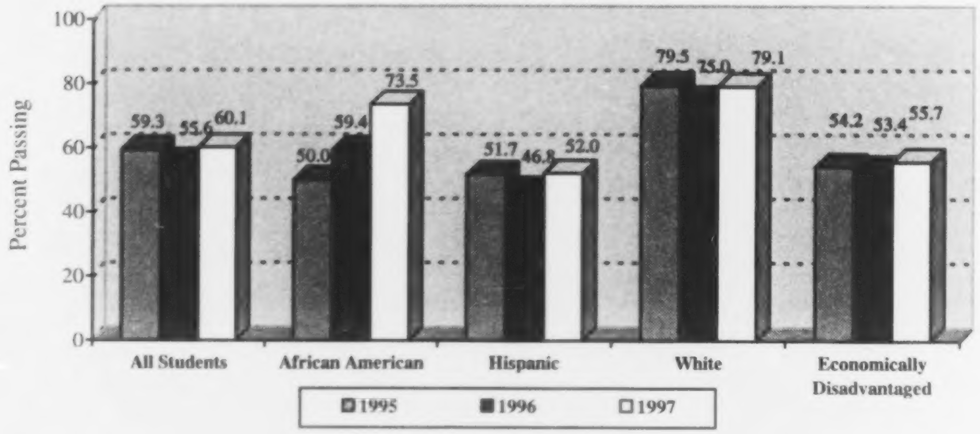


Figure 73: TAAS Mathematics by Disaggregated Group, 1995 through 1997

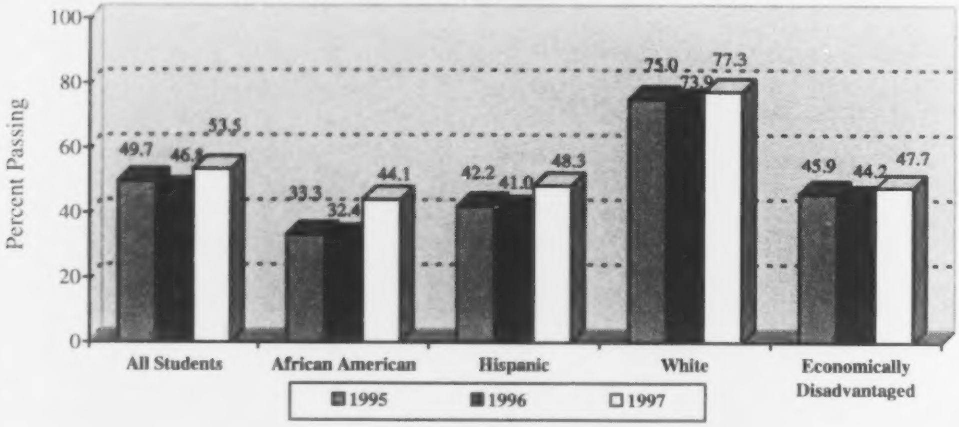
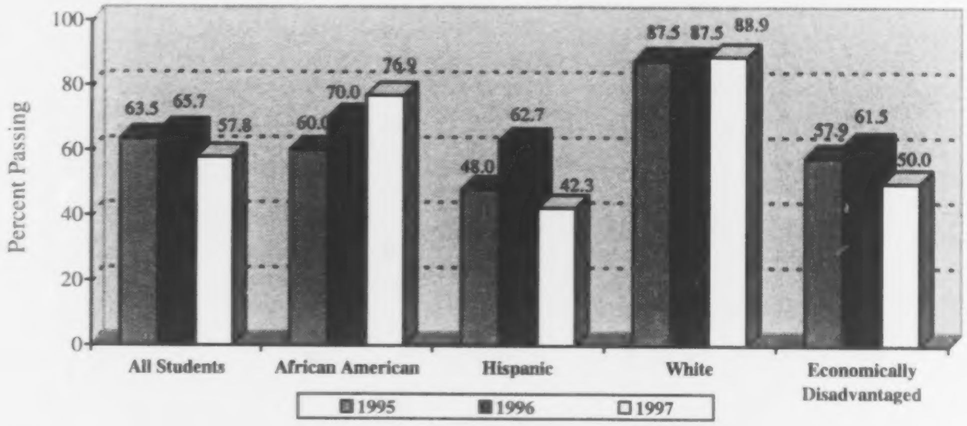


Figure 74: TAAS Writing by Disaggregated Group, 1995 through 1997



LINDER ELEMENTARY

Figure 75: TAAS Reading by Disaggregated Group, 1995 through 1997

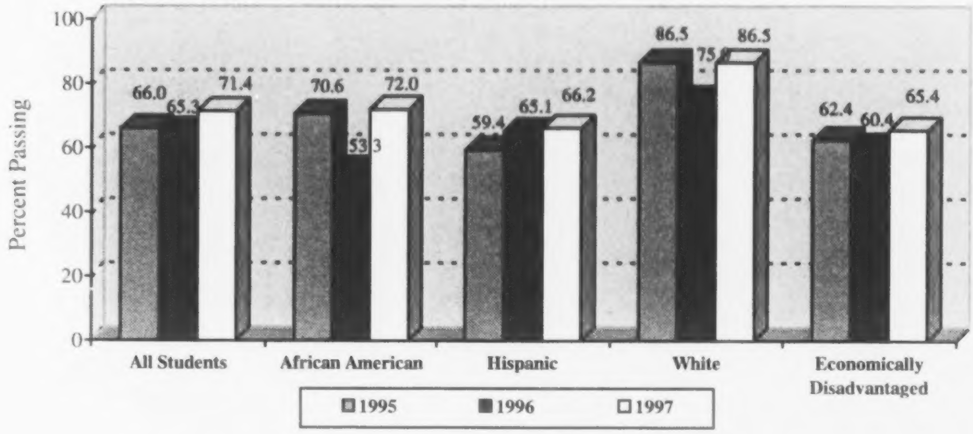


Figure 76: TAAS Mathematics by Disaggregated Group, 1995 through 1997

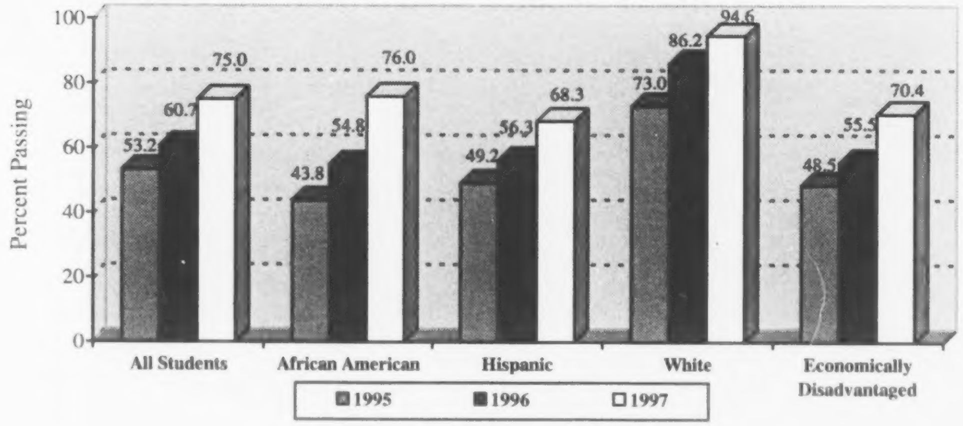
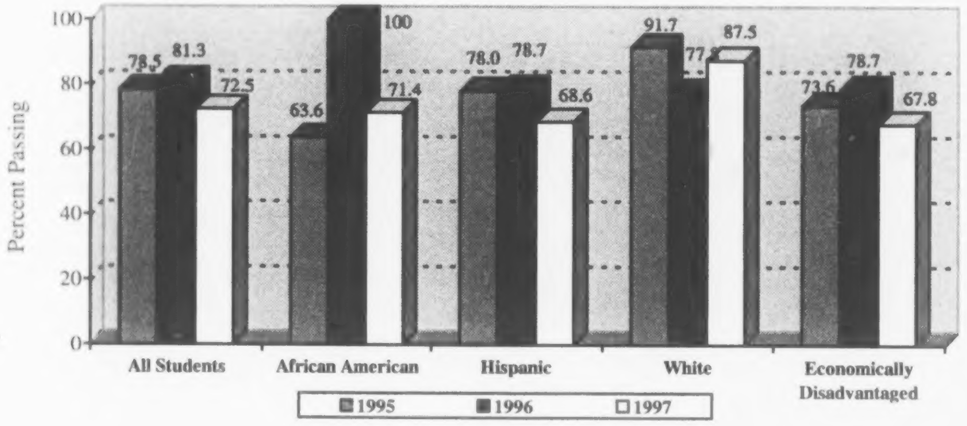


Figure 77: TAAS Writing by Disaggregated Group, 1995 through 1997



MAPLEWOOD ELEMENTARY

Figure 78: TAAS Reading by Disaggregated Group, 1995 through 1997

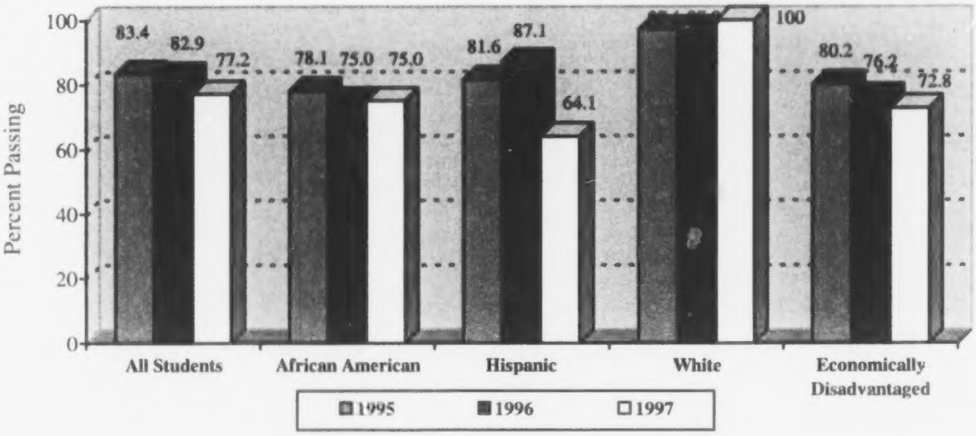


Figure 79: TAAS Mathematics by Disaggregated Group, 1995 through 1997

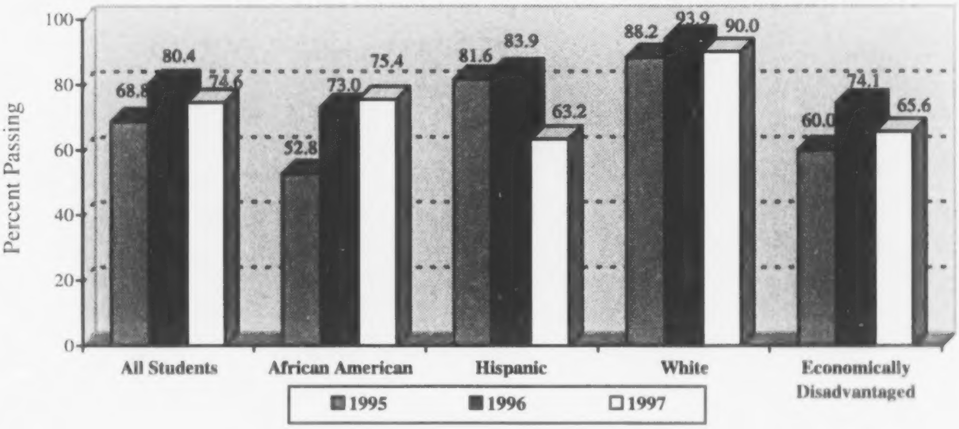
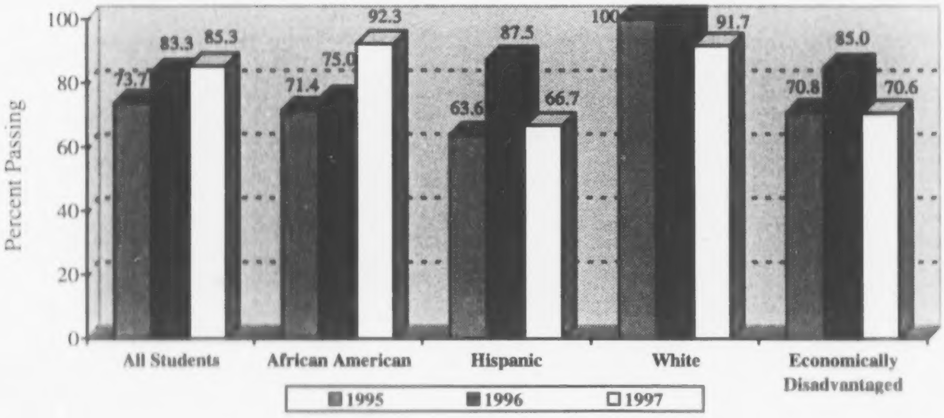
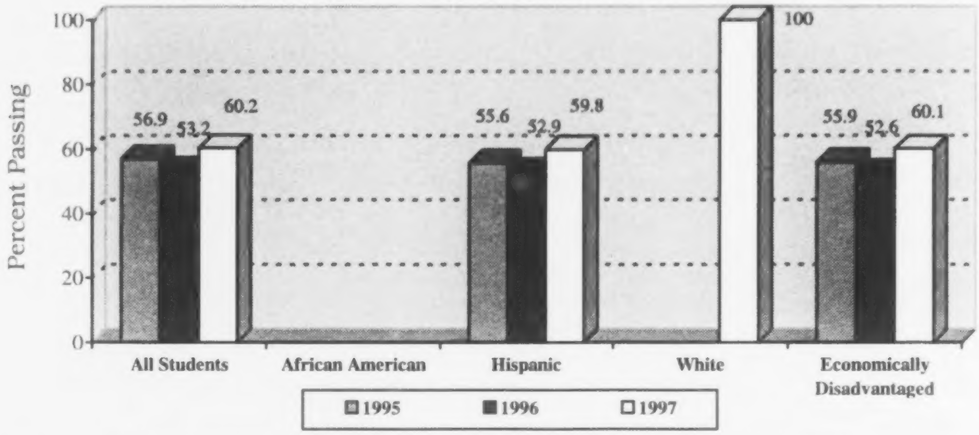


Figure 80: TAAS Writing by Disaggregated Group, 1995 through 1997



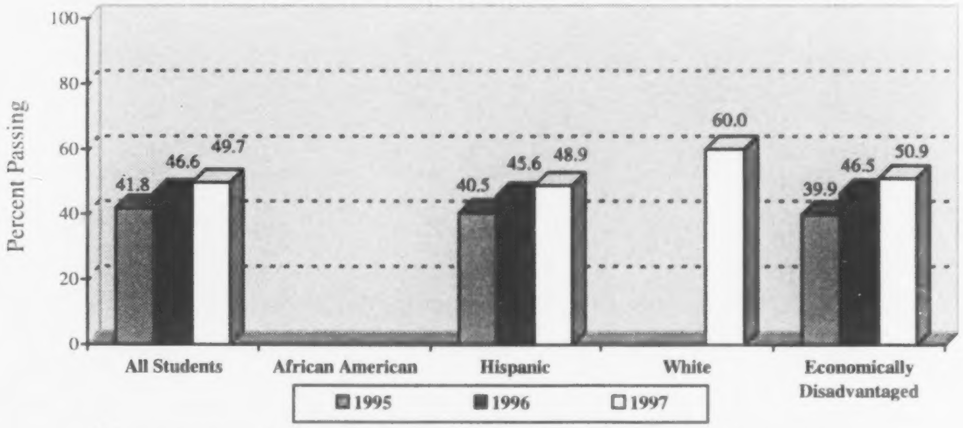
METZ ELEMENTARY

Figure 81: TAAS Reading by Disaggregated Group, 1995 through 1997



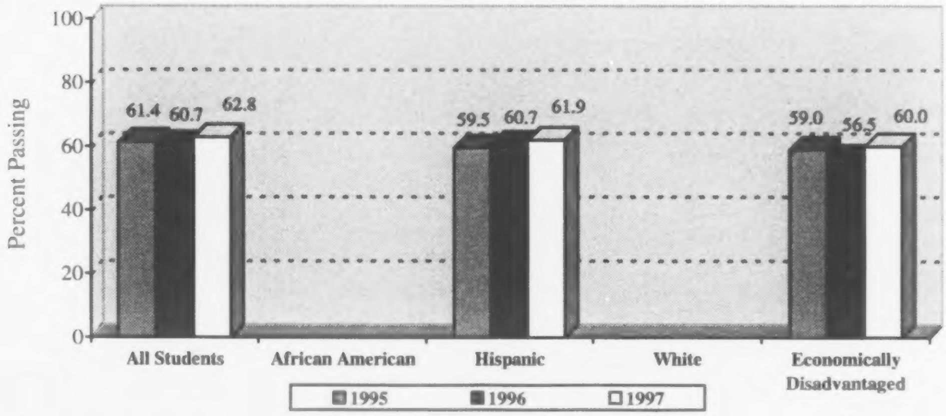
* There were not enough African American in any year or White students in 1995 or 1996 to report.

Figure 82: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough African American in any year or White students in 1995 or 1996 to report.

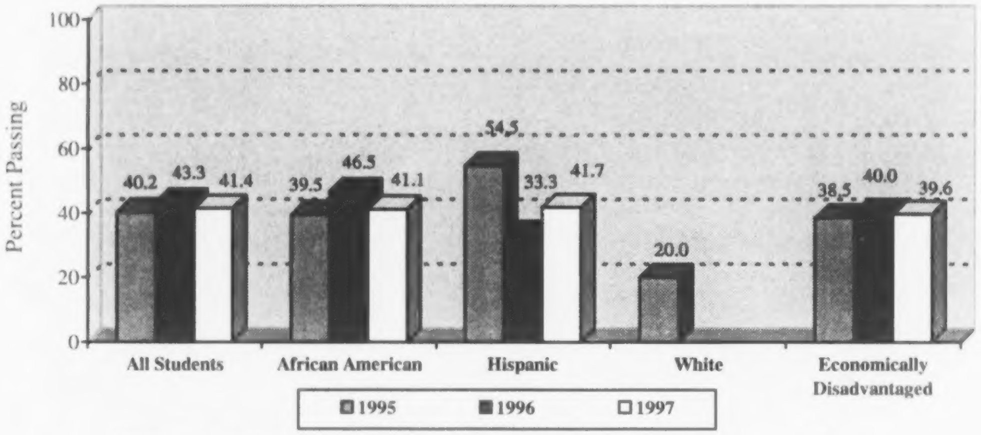
Figure 83: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough African American or White students in any year to report.

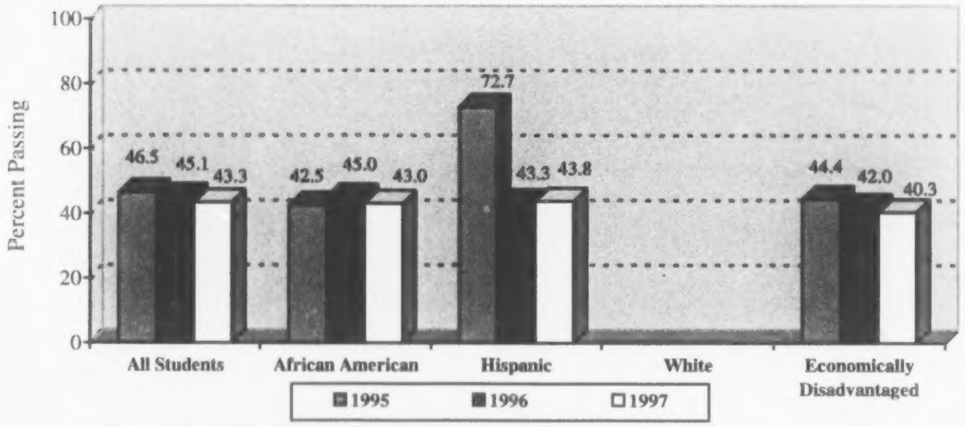
NORMAN ELEMENTARY

Figure 84: TAAS Reading by Disaggregated Group, 1995 through 1997



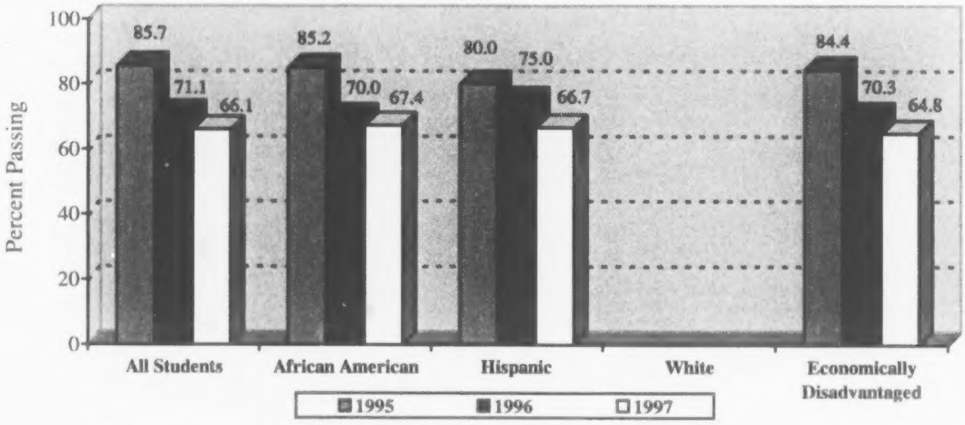
* There were not enough White students in 1996 or 1997 to report.

Figure 85: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough White students in 1995 or 1996 to report.

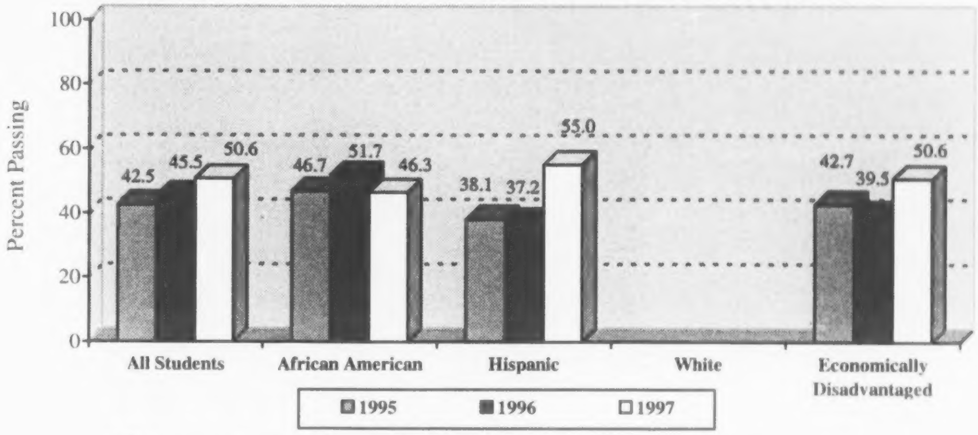
Figure 86: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough White students in any year to report.

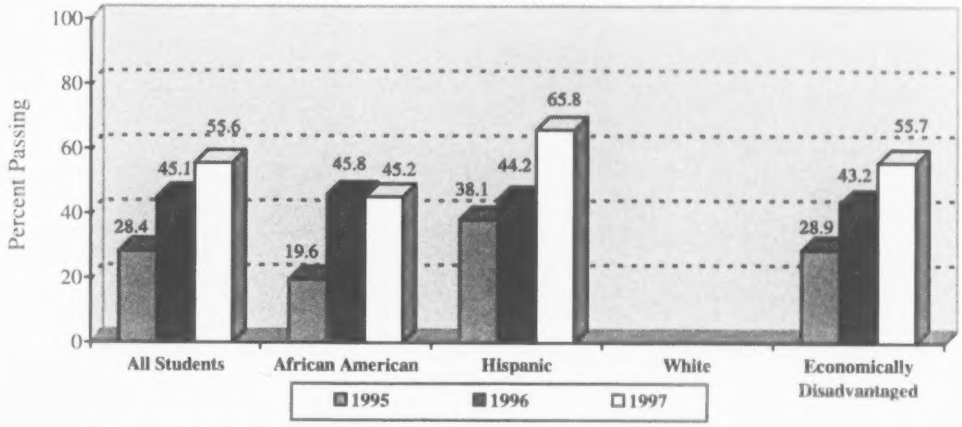
OAK SPRINGS/RICE ELEMENTARY

Figure 87: TAAS Reading by Disaggregated Group, 1995 through 1997



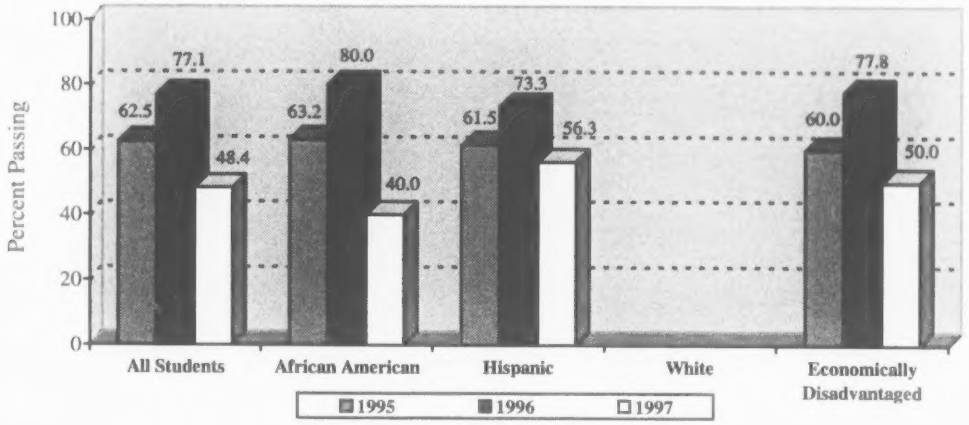
* There were not enough African American or White students in 1995 or 1996 to report.

Figure 88: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough White students in any year to report.

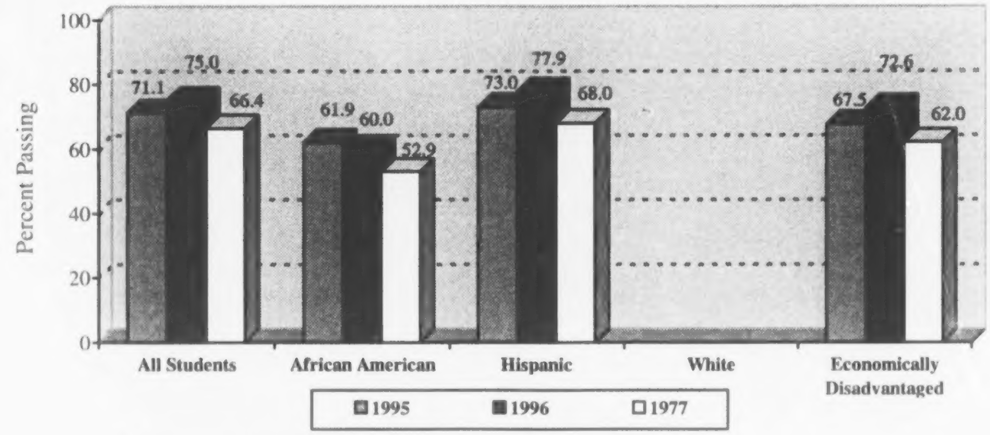
Figure 89: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough African American or White students in any year to report.

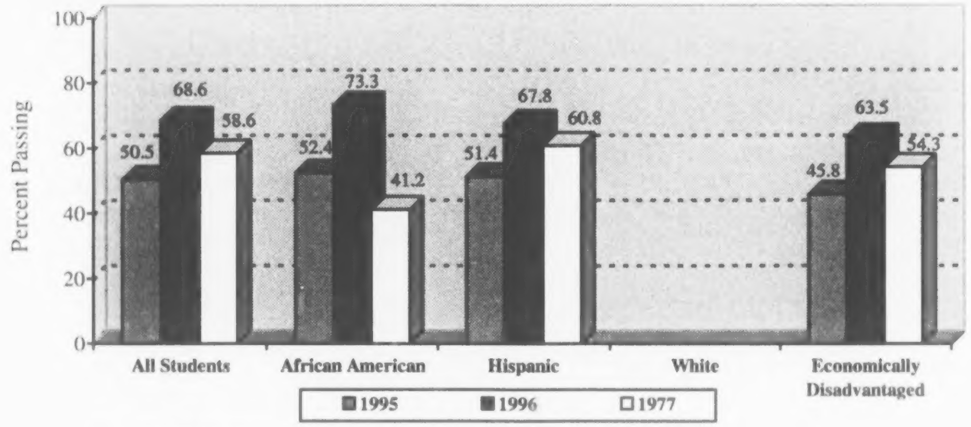
ORTEGA ELEMENTARY

Figure 90: TAAS Reading by Disaggregated Group, 1995 through 1997



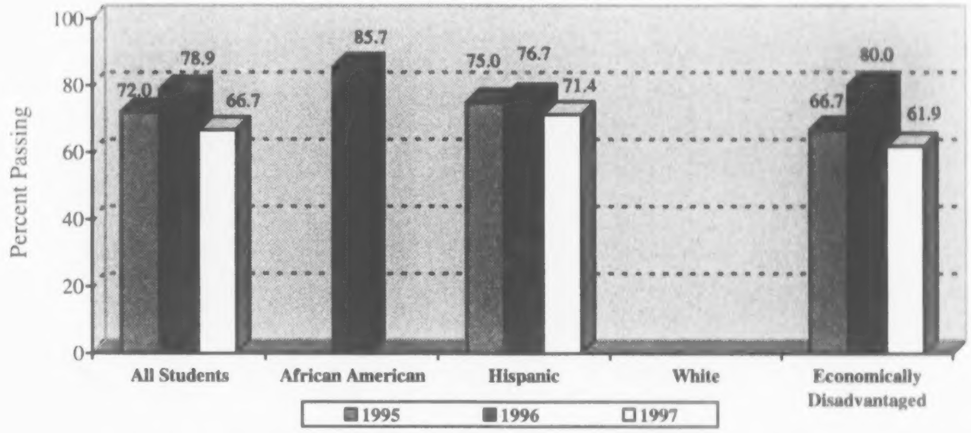
* There were not enough White students in 1995 or 1996 to report.

Figure 91: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough White students in any year to report.

Figure 92: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough African American students in 1995 or 1997 and White students in any year to report.

PALM ELEMENTARY

Figure 93: TAAS Reading by Disaggregated Group, 1995 through 1997

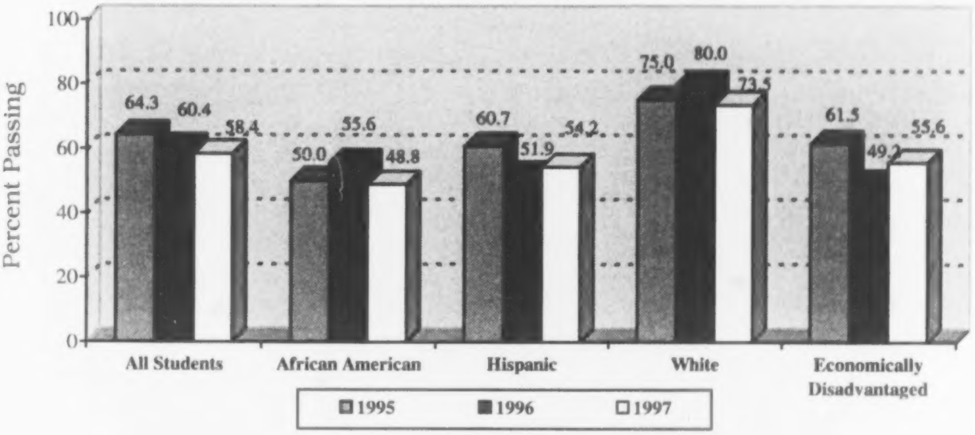


Figure 94: TAAS Mathematics by Disaggregated Group, 1995 through 1997

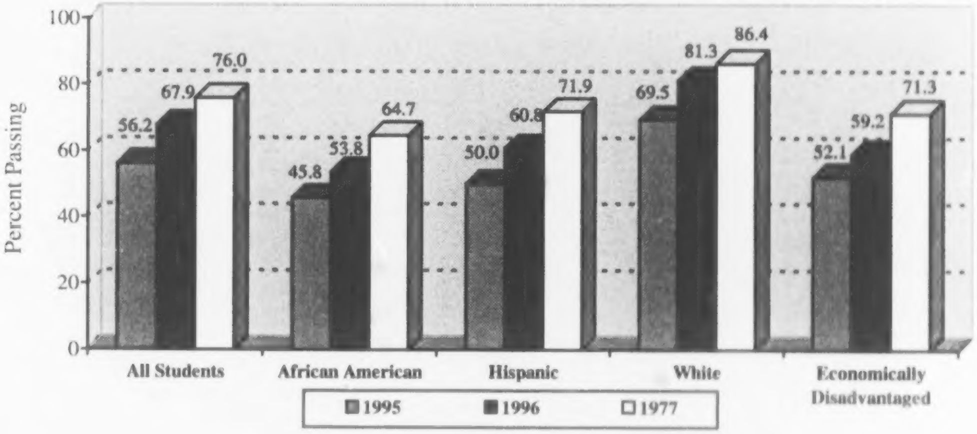
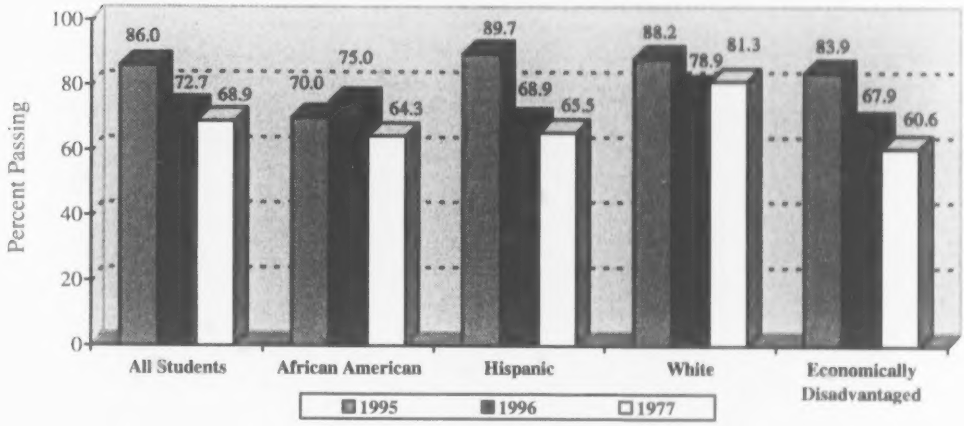


Figure 95: TAAS Writing by Disaggregated Group, 1995 through 1997



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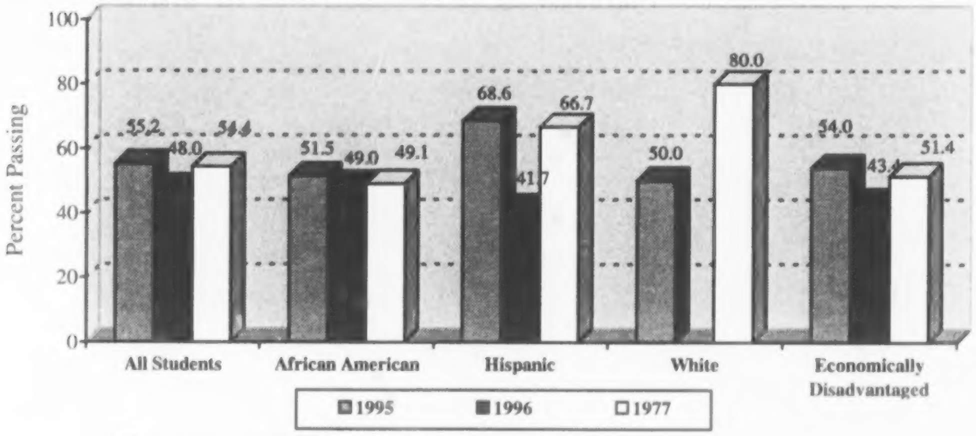
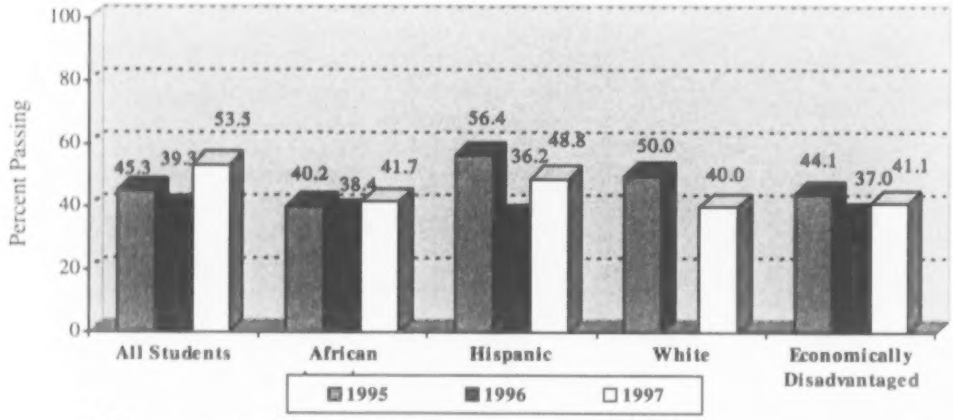
PECAN SPRINGS ELEMENTARY

Figure 96: TAAS Reading by Disaggregated Group, 1995 through 1997



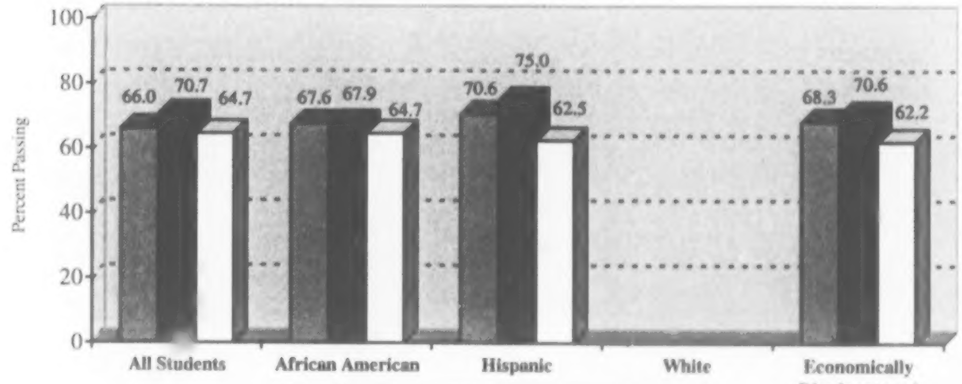
* There were not enough White students in 1996 to report.

Figure 97: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough White students in 1996 to report.

Figure 98: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough White students in any year to report.

REILLY ELEMENTARY

Figure 99: TAAS Reading by Disaggregated Group, 1995 through 1997

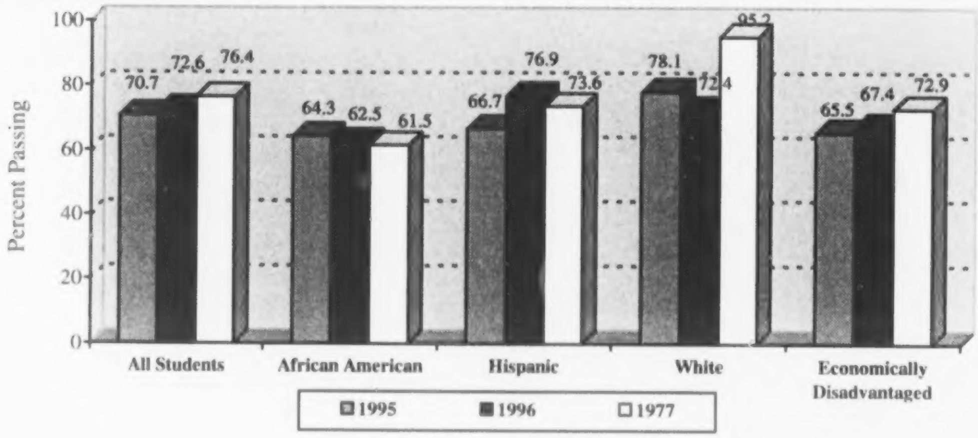


Figure 100: TAAS Mathematics by Disaggregated Group, 1995 through 1997

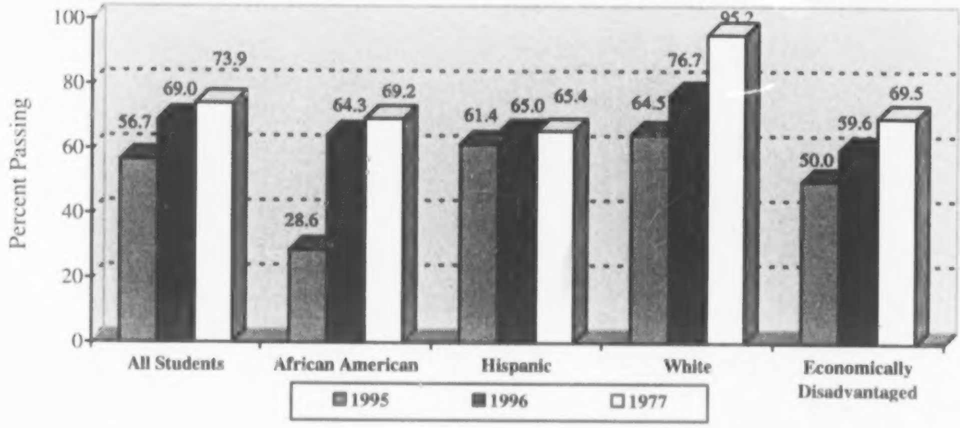
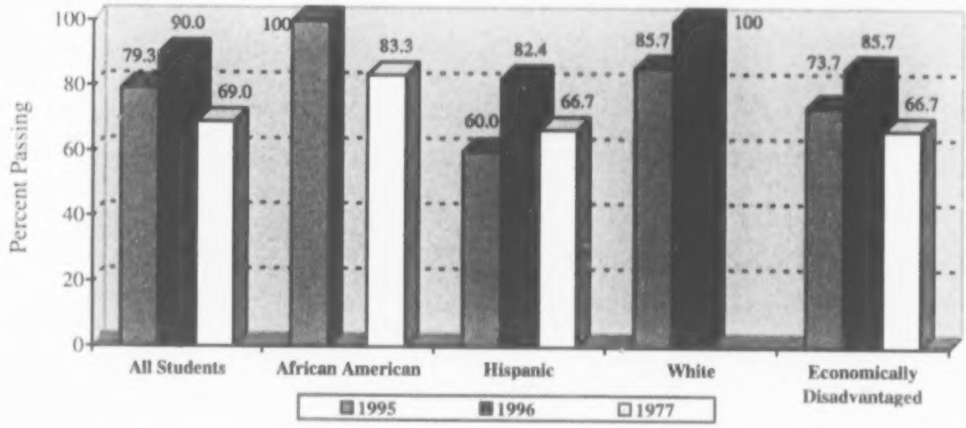


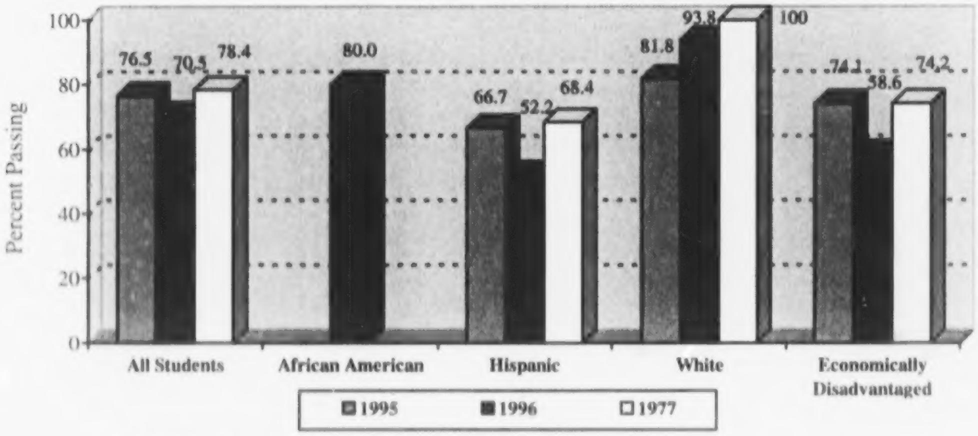
Figure 101: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough African American students in 1996 to report.

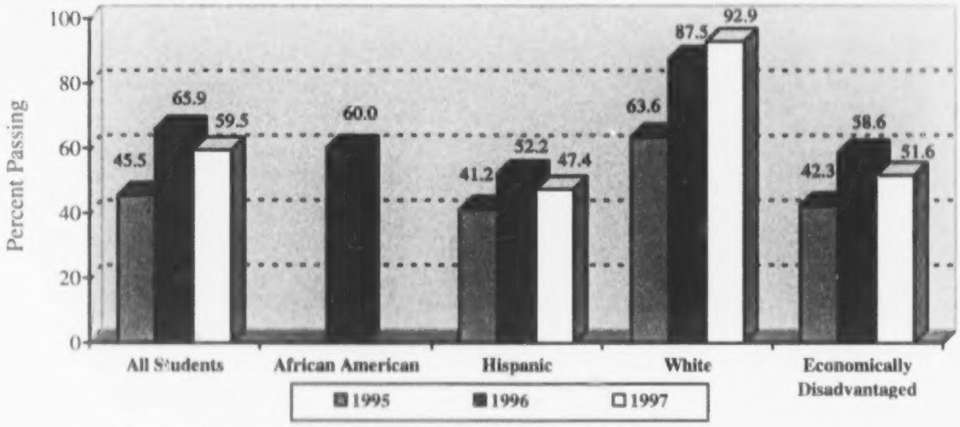
RIDGETOP ELEMENTARY

Figure 102: TAAS Reading by Disaggregated Group, 1995 through 1997



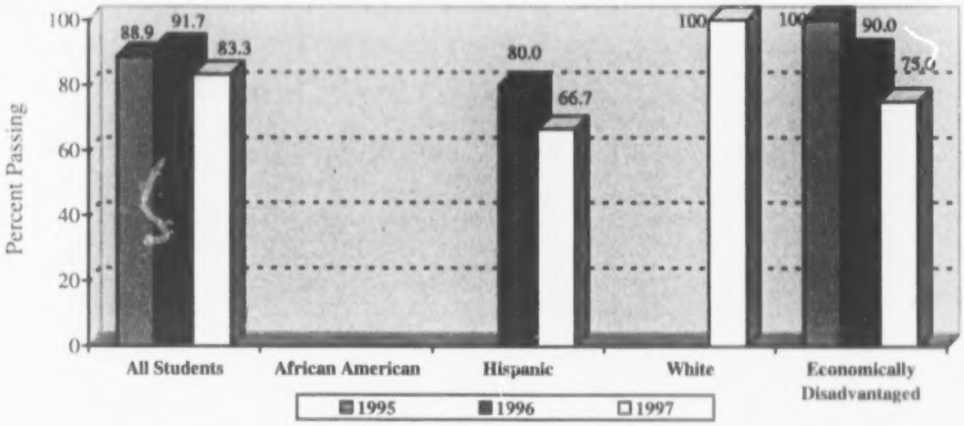
* There were not enough African American 1995 or 1997 to report.

Figure 103: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough African American 1995 or 1997 to report.

Figure 104: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough African American students in any year, Hispanic students in 1995 or White students in 1995 or 1997 to report.

ST. ELMO ELEMENTARY

Figure 105: TAAS Reading by Disaggregated Group, 1995 through 1997

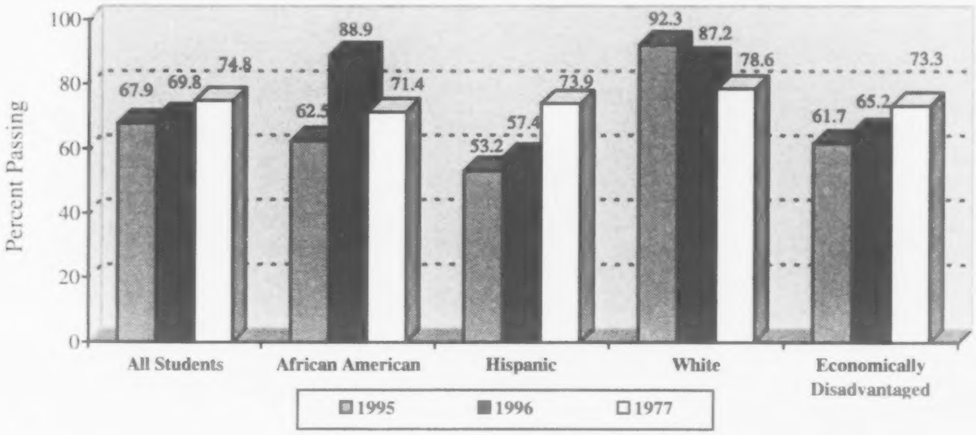


Figure 106: TAAS Mathematics by Disaggregated Group, 1995 through 1997

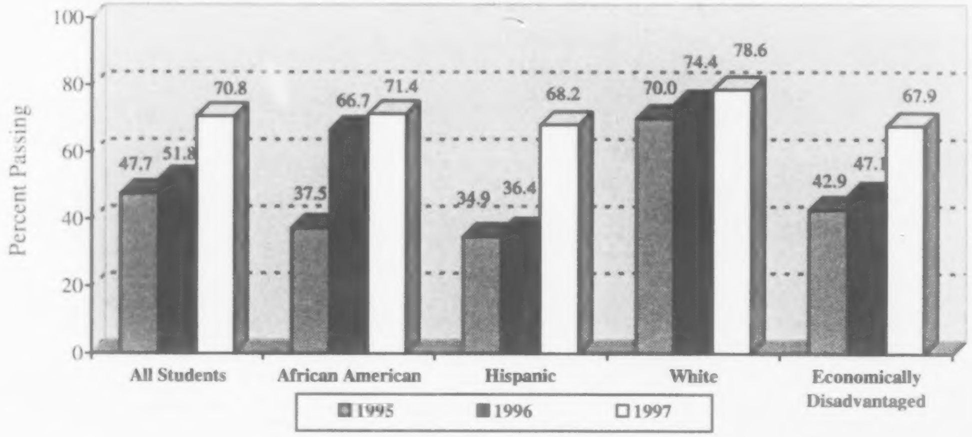
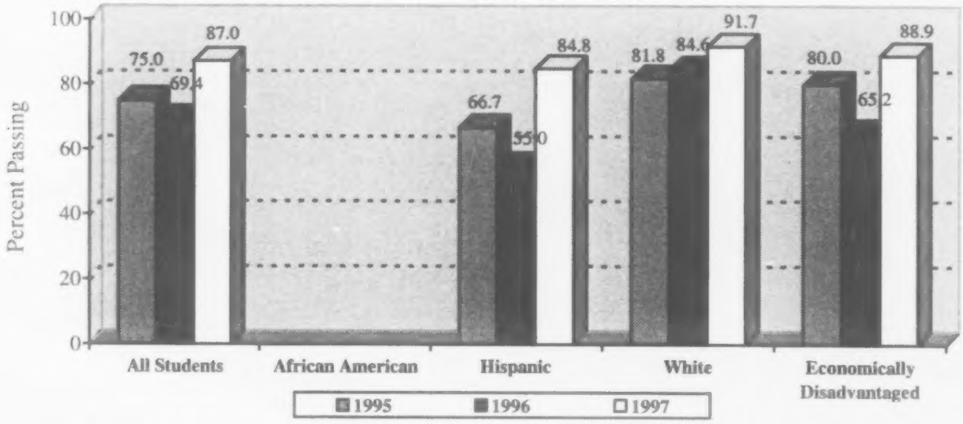


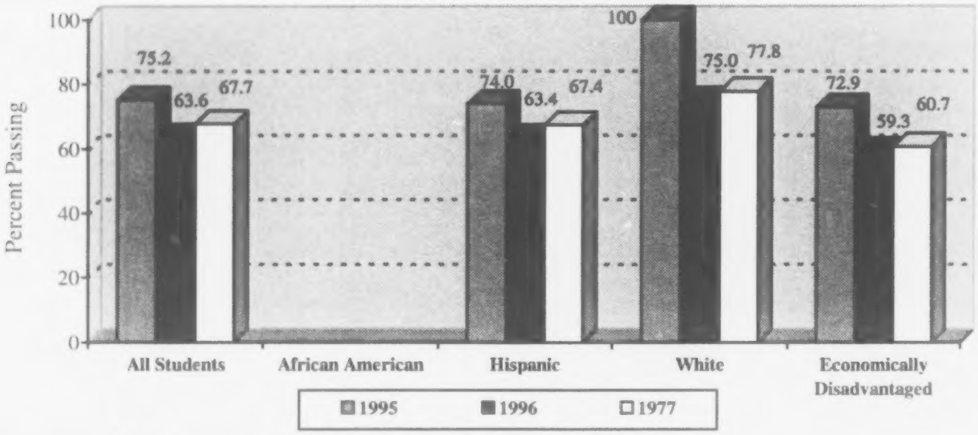
Figure 107: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough African American students in any year to report.

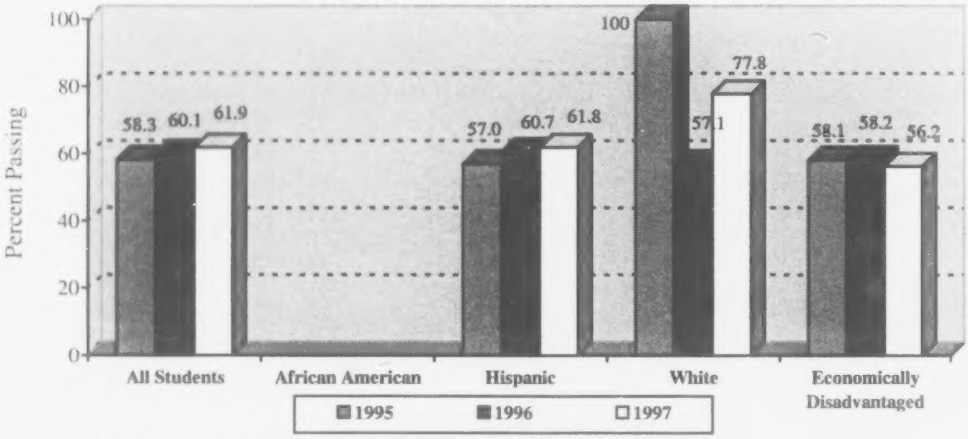
SANCHEZ ELEMENTARY

Figure 108: TAAS Reading by Disaggregated Group, 1995 through 1997



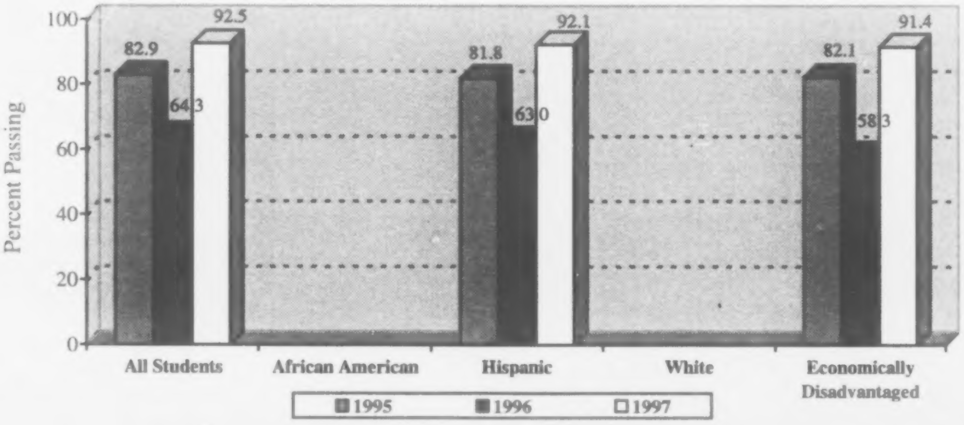
* There were not enough African American students in any year to report.

Figure 109: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough African American students in 1995 or 1996 to report.

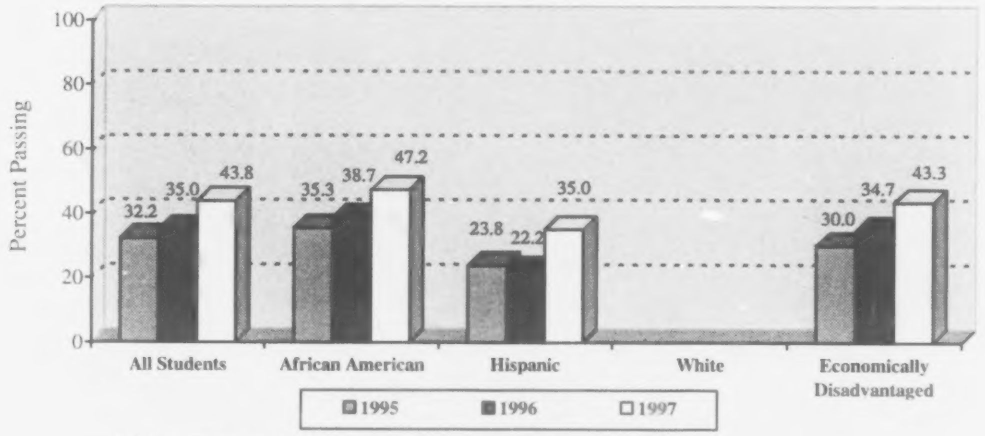
Figure 110: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough African American and White students in any year to report.

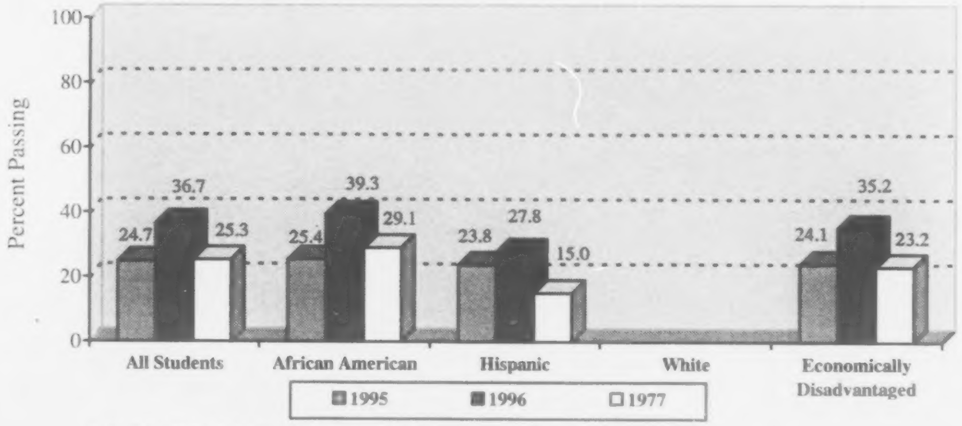
SIMS ELEMENTARY

Figure 111: TAAS Reading by Disaggregated Group, 1995 through 1997



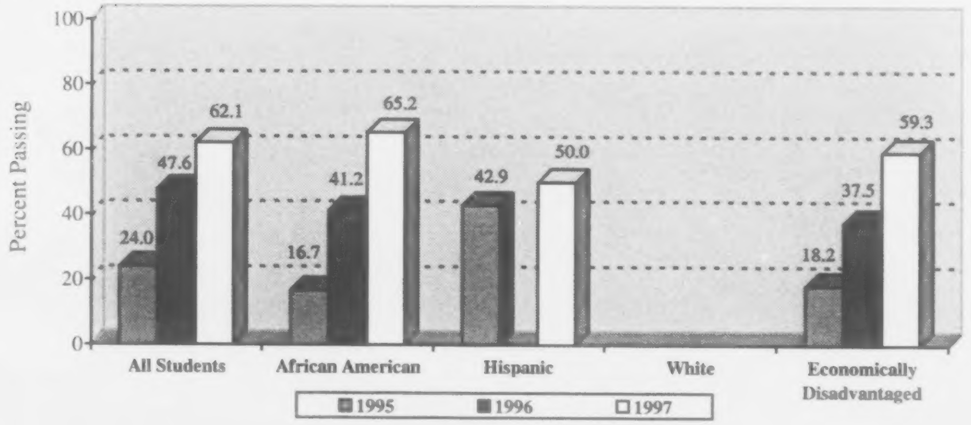
* There were not enough White students in any year to report.

Figure 112: TAAS Mathematics by Disaggregated Group, 1995 through 1997



* There were not enough White students in any year to report.

Figure 113: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough Hispanic students in 1996 and White students in any year to report.

WALNUT CREEK ELEMENTARY

Figure 114: TAAS Reading by Disaggregated Group, 1995 through 1997

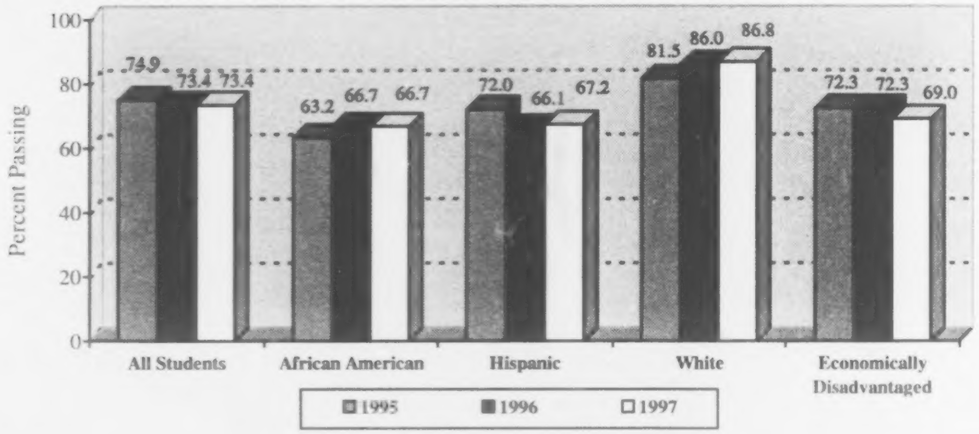


Figure 115: TAAS Mathematics by Disaggregated Group, 1995 through 1997

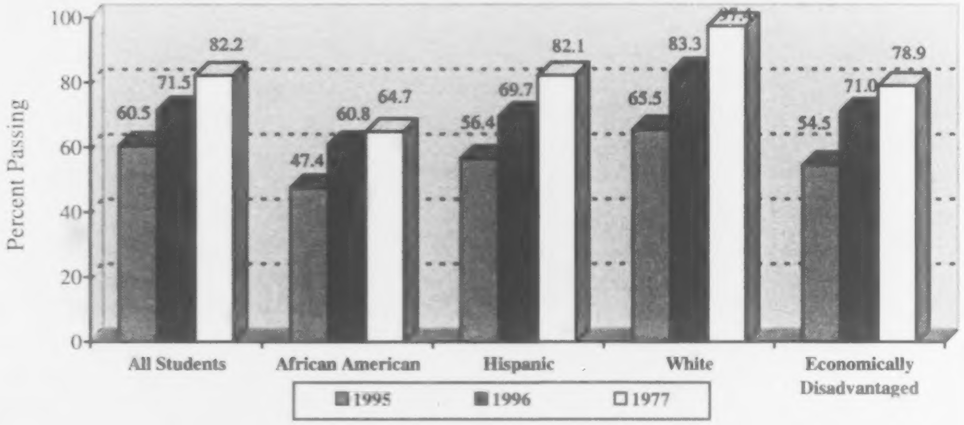
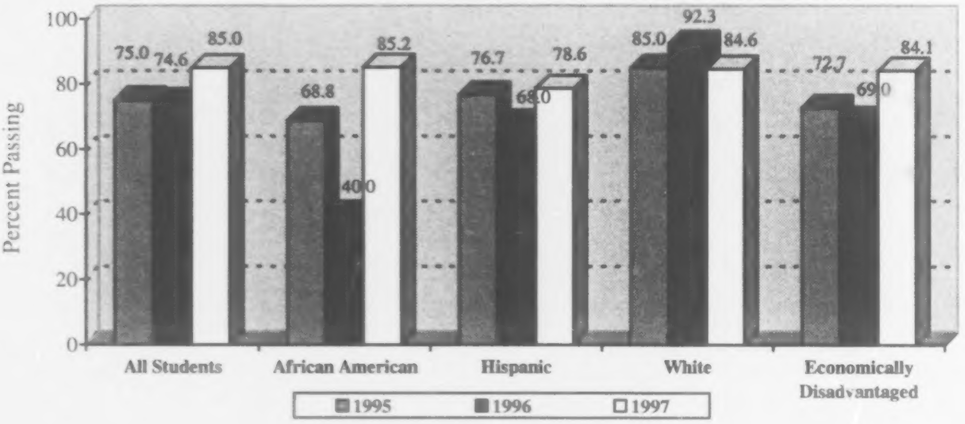


Figure 116: TAAS Writing by Disaggregated Group, 1995 through 1997



WIDEN ELEMENTARY

Figure 117: TAAS Reading by Disaggregated Group, 1995 through 1997

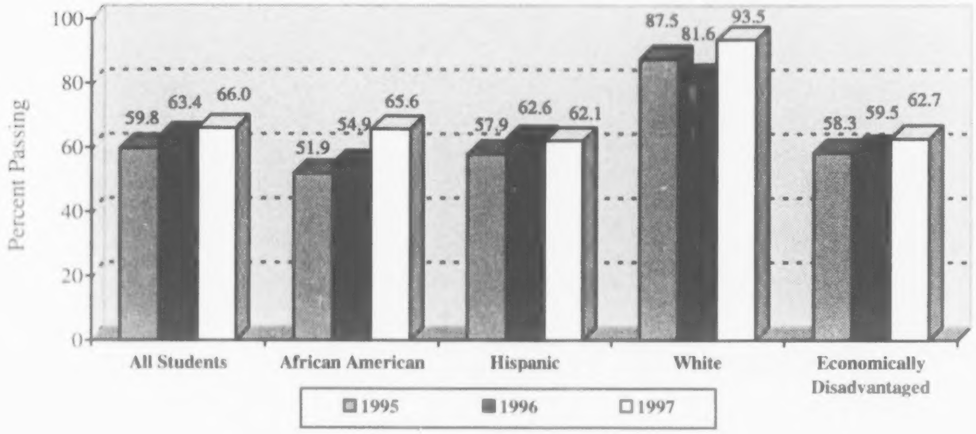


Figure 118: TAAS Mathematics by Disaggregated Group, 1995 through 1997

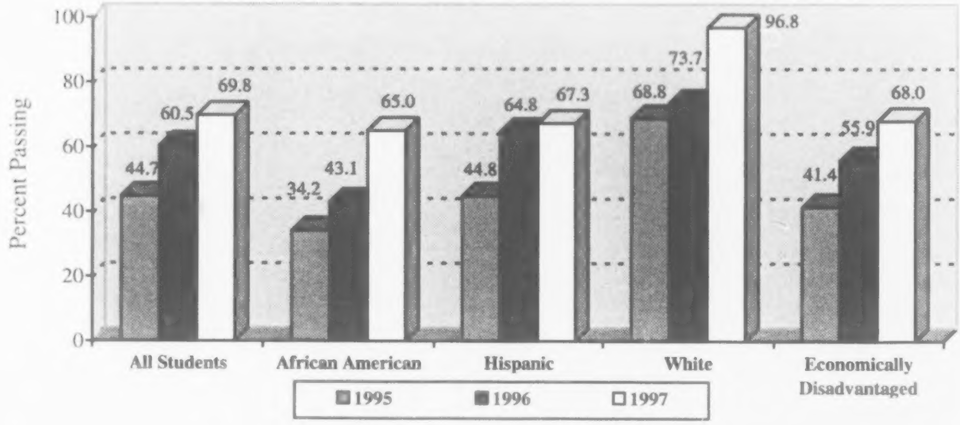
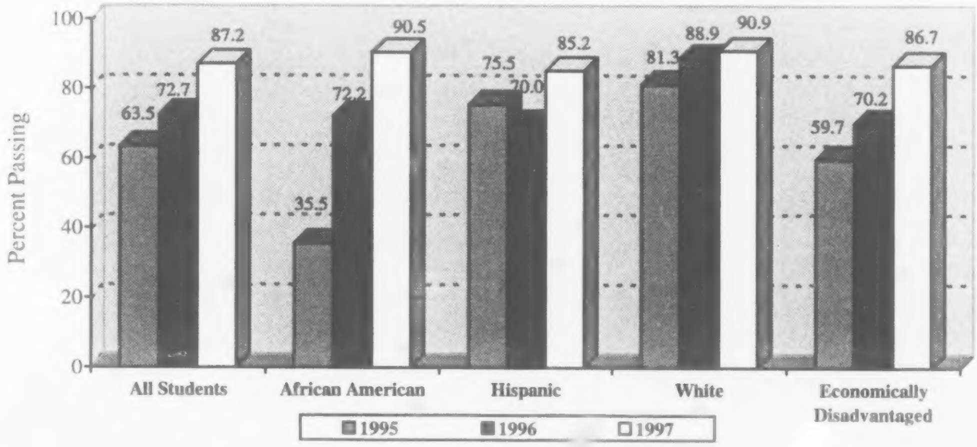


Figure 119: TAAS Writing by Disaggregated Group, 1995 through 1997



WINN ELEMENTARY

Figure 120: TAAS Reading by Disaggregated Group, 1995 through 1997

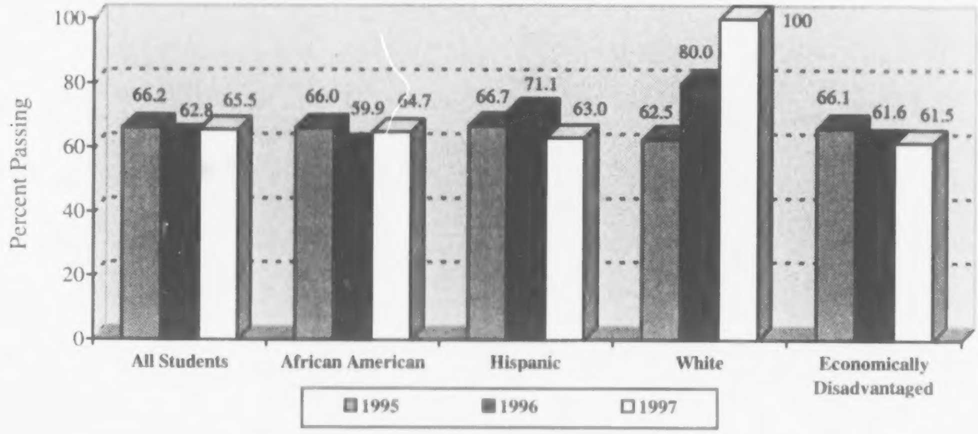


Figure 121: TAAS Mathematics by Disaggregated Group, 1995 through 1997

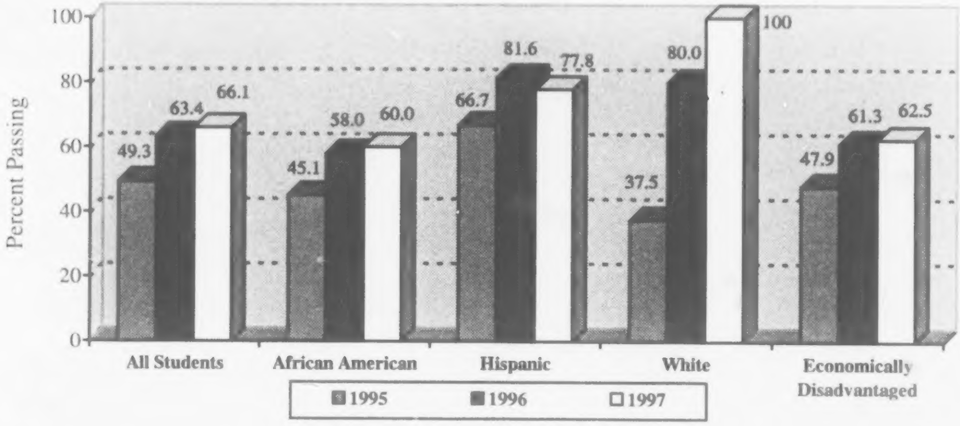
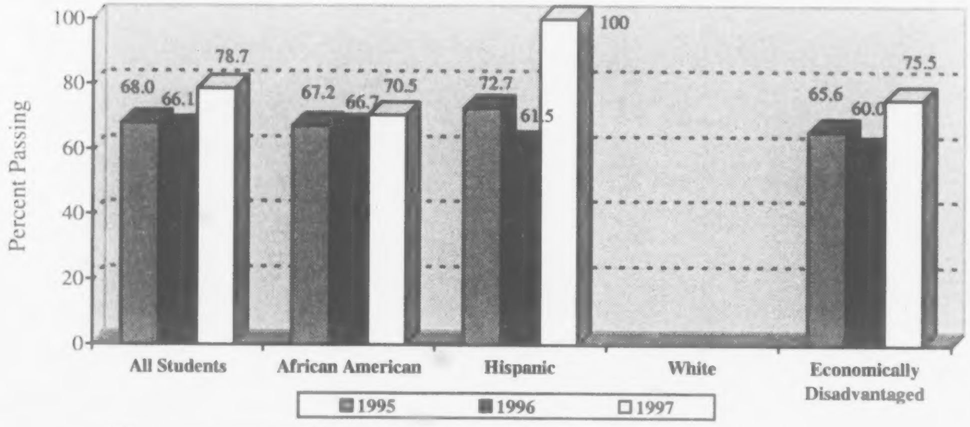


Figure 122: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough White students in any year to report.

WOOLDRIDGE ELEMENTARY

Figure 123: TAAS Reading by Disaggregated Group, 1995 through 1997

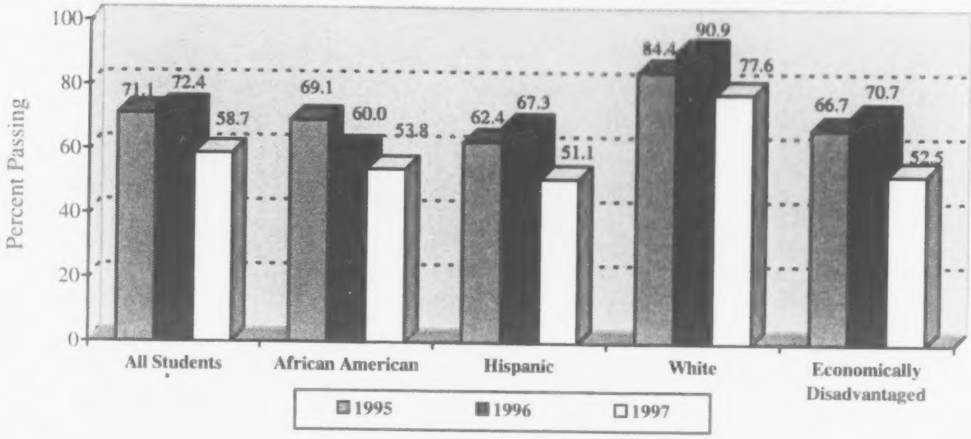


Figure 124: TAAS Mathematics by Disaggregated Group, 1995 through 1997

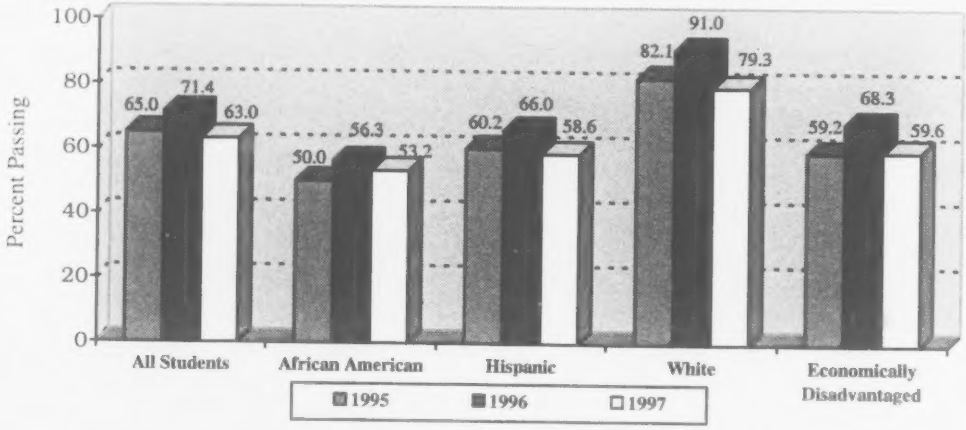
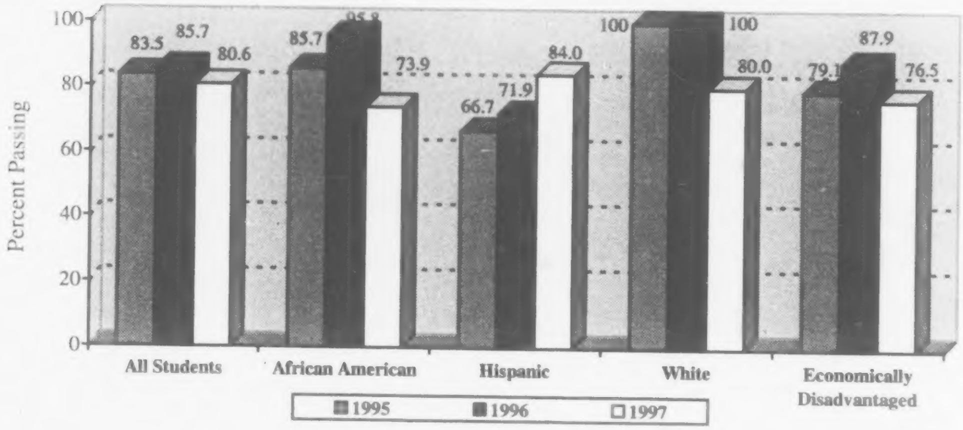


Figure 125: TAAS Writing by Disaggregated Group, 1995 through 1997



WOOTEN ELEMENTARY

Figure 126: TAAS Reading by Disaggregated Group, 1995 through 1997

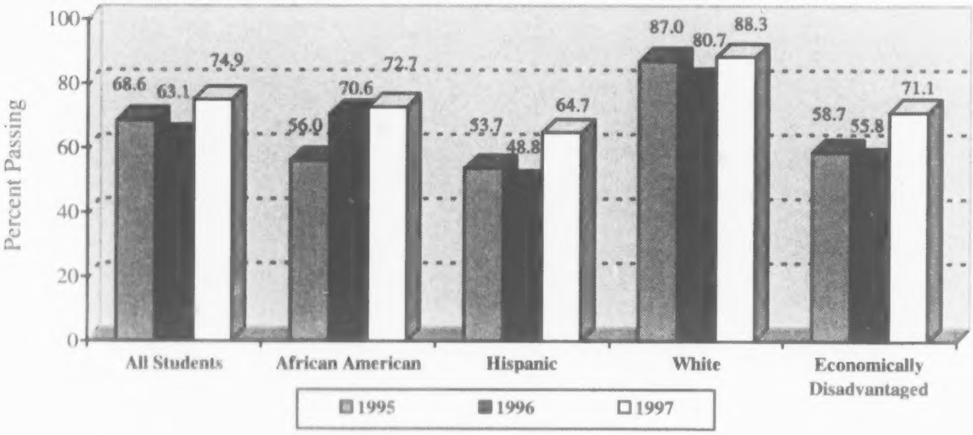


Figure 127: TAAS Mathematics by Disaggregated Group, 1995 through 1997

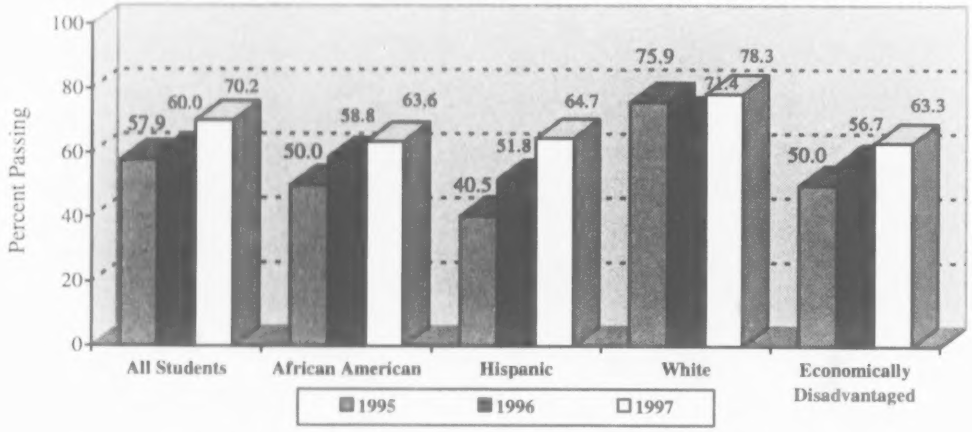
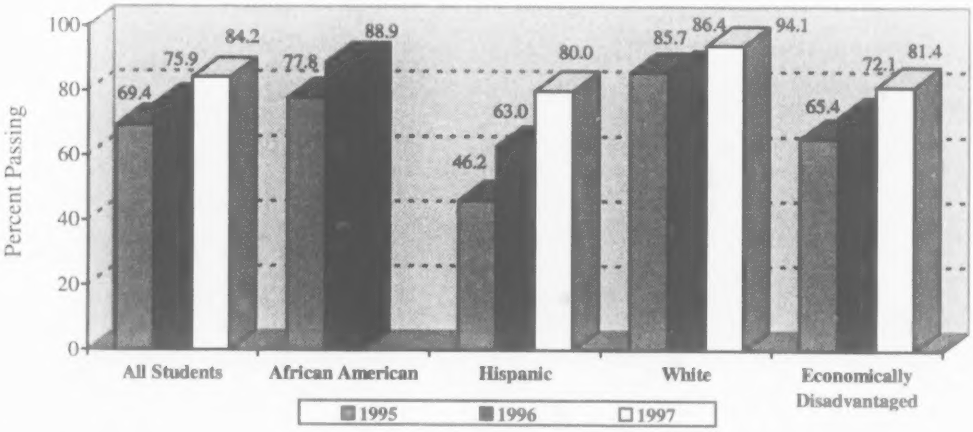
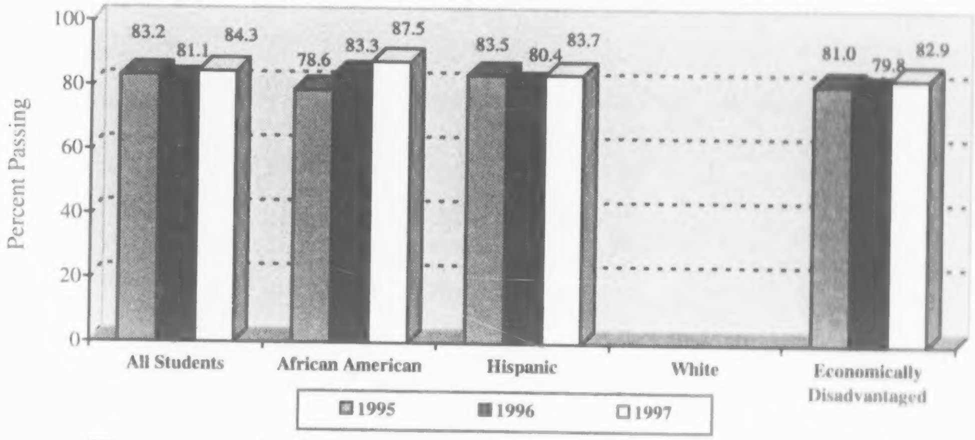


Figure 128: TAAS Writing by Disaggregated Group, 1995 through 1997



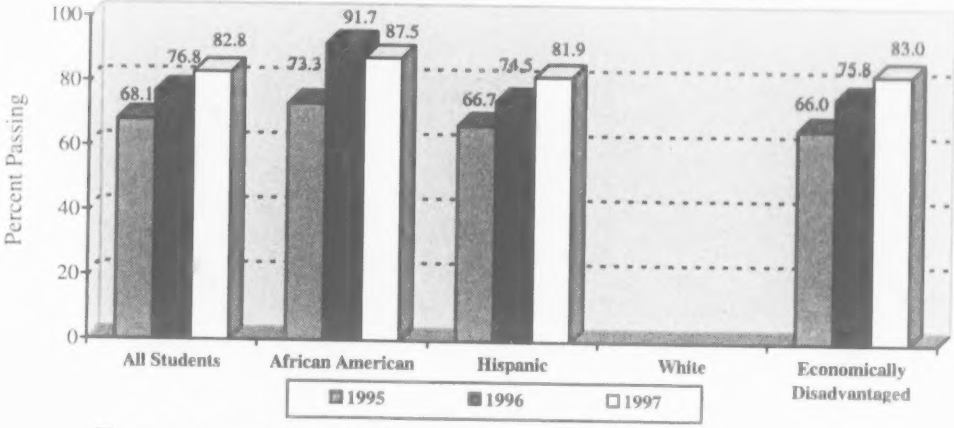
ZAVALA ELEMENTARY

Figure 129: TAAS Reading by Disaggregated Group, 1995 through 1997



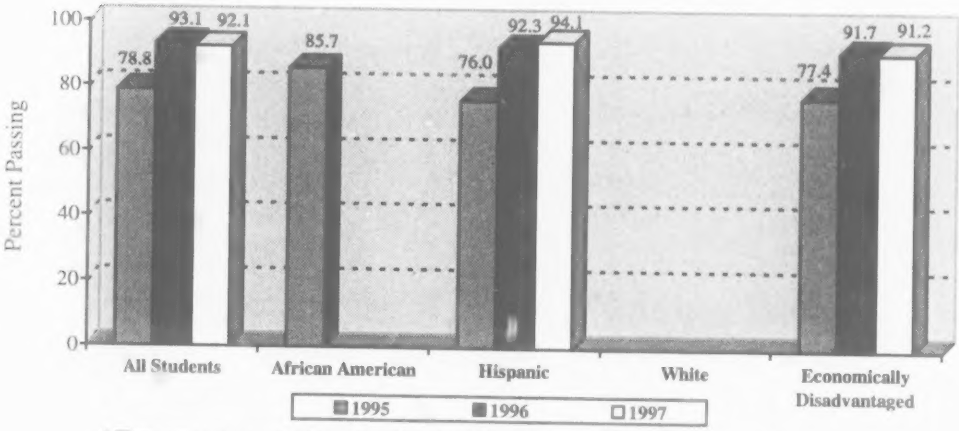
*There were not enough White students in any year to report.

Figure 130: TAAS Mathematics by Disaggregated Group, 1995 through 1997



There were not enough White students in any year to report.

Figure 131: TAAS Writing by Disaggregated Group, 1995 through 1997



* There were not enough African Americans in 1996 or 1997 and White students in any year to report.

DOBIE MIDDLE SCHOOL

Figure 132: TAAS Reading by Disaggregated Group, 1995 through 1997

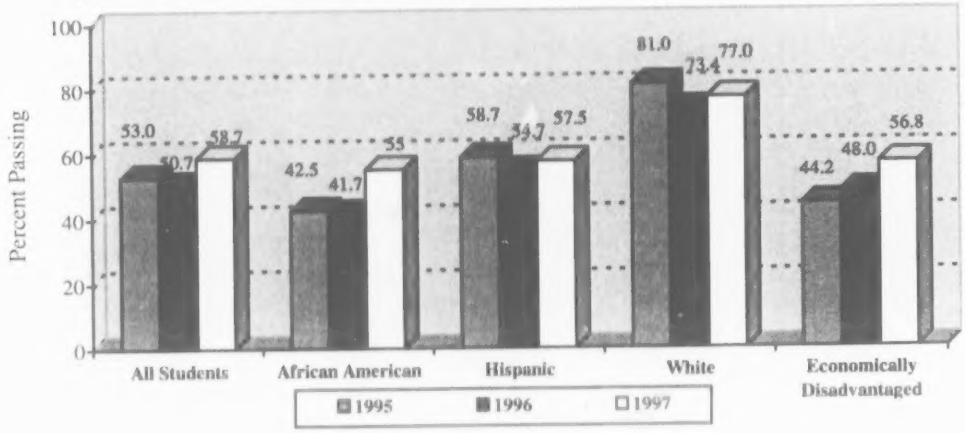


Figure 133: TAAS Mathematics by Disaggregated Group, 1995 through 1997

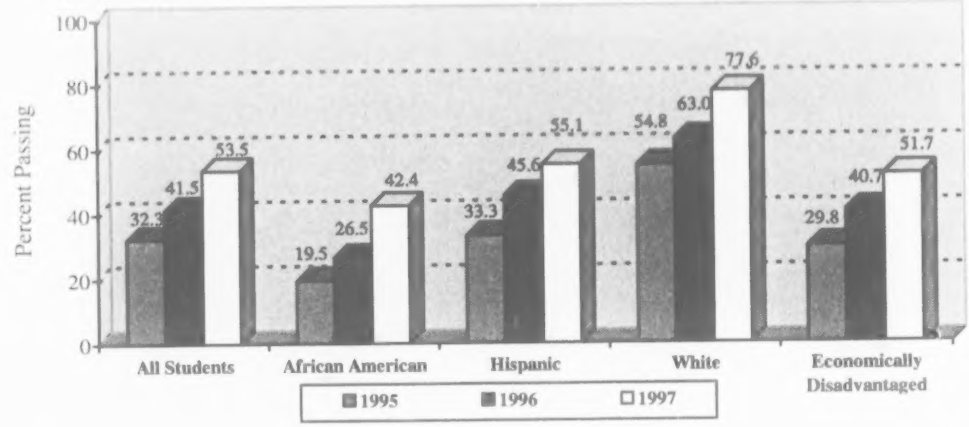
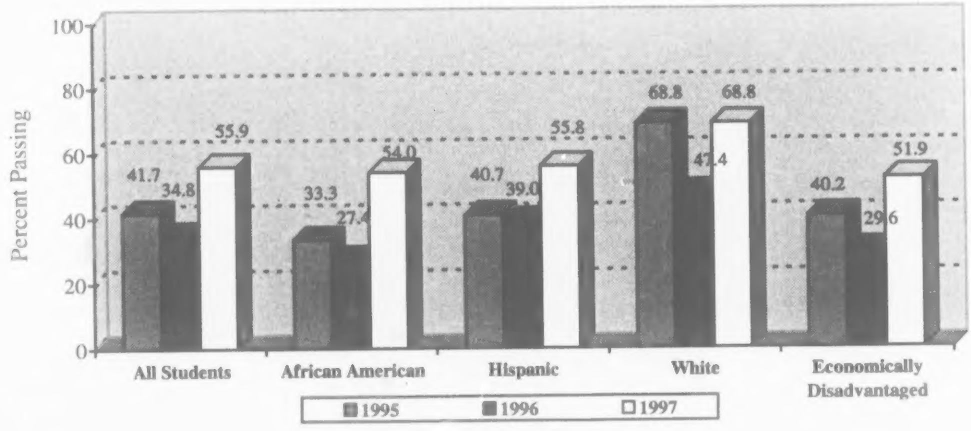


Figure 134: TAAS Writing by Disaggregated Group, 1995 through 1997



FULMORE MIDDLE SCHOOL

Figure 135: TAAS Reading by Disaggregated Group, 1995 through 1997

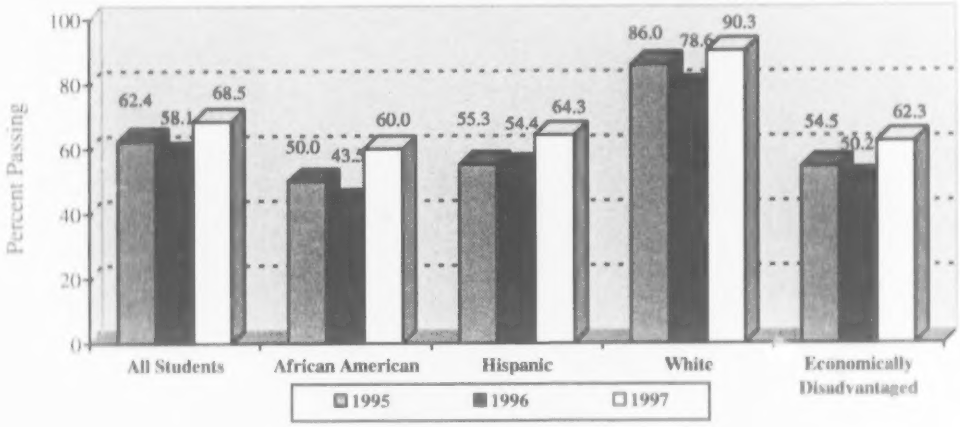


Figure 136: TAAS Mathematics by Disaggregated Group, 1995 through 1997

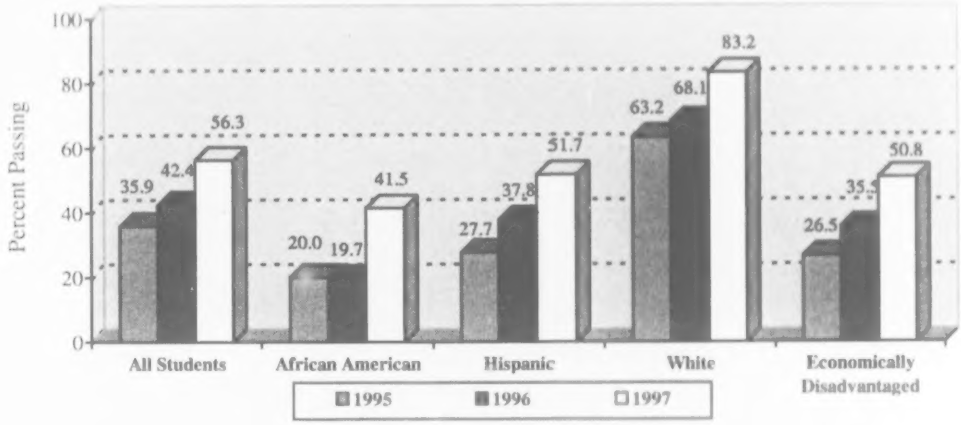
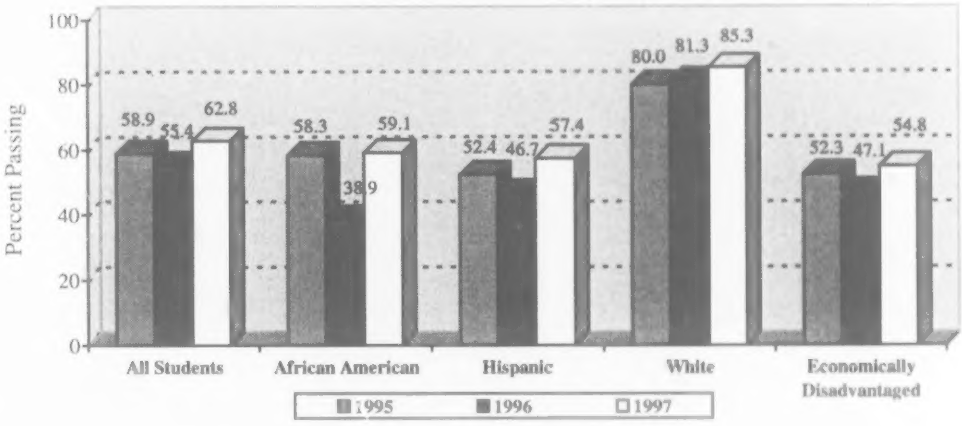


Figure 137: TAAS Writing by Disaggregated Group, 1995 through 1997



MENDEZ MIDDLE SCHOOL

Figure 138: TAAS Reading by Disaggregated Group, 1995 through 1997

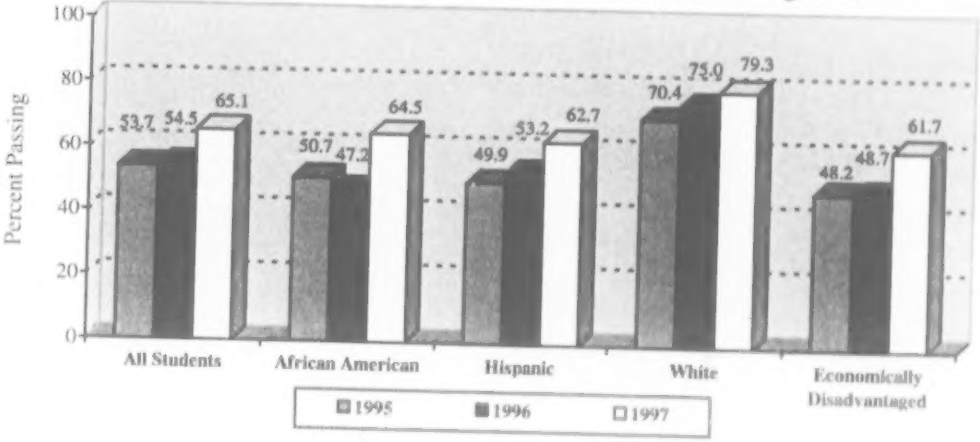


Figure 139: TAAS Mathematics by Disaggregated Group, 1995 through 1997

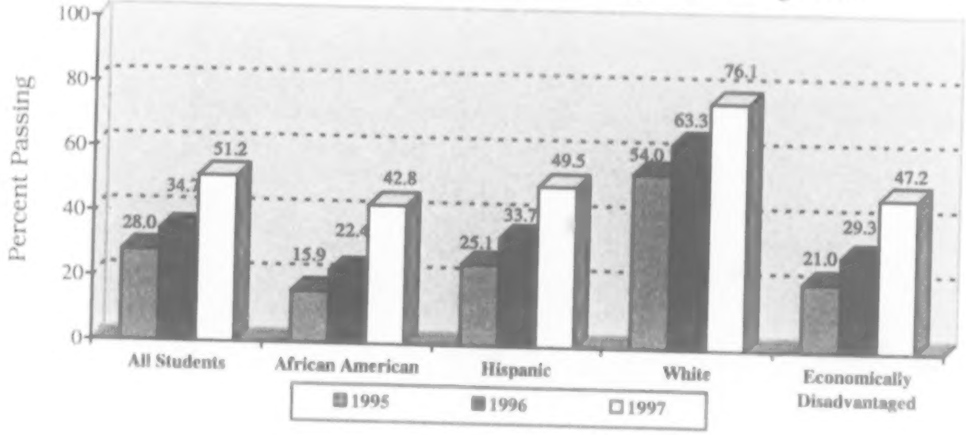
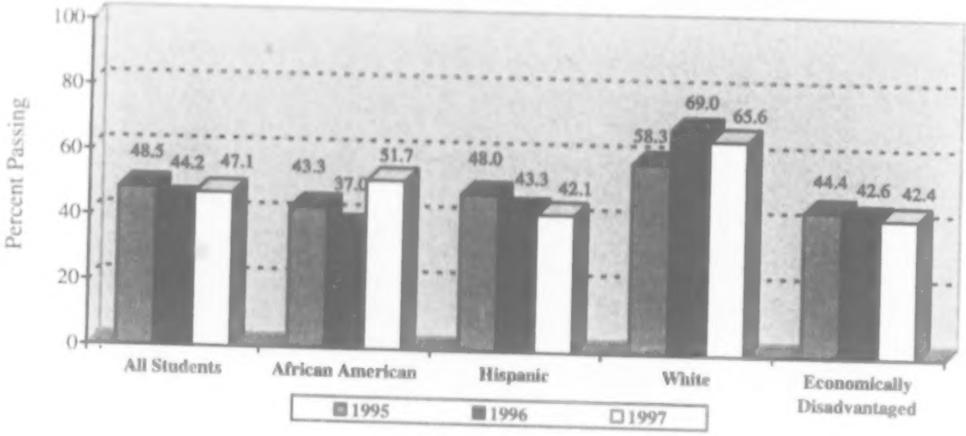


Figure 140: TAAS Writing by Disaggregated Group, 1995 through 1997



PEARCE MIDDLE SCHOOL

Figure 141: TAAS Reading by Disaggregated Group, 1995 through 1997

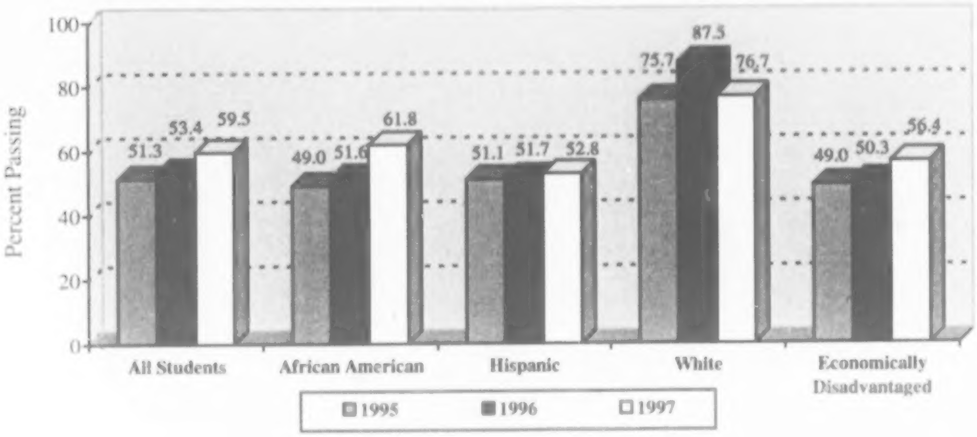


Figure 142: TAAS Mathematics by Disaggregated Group, 1995 through 1997

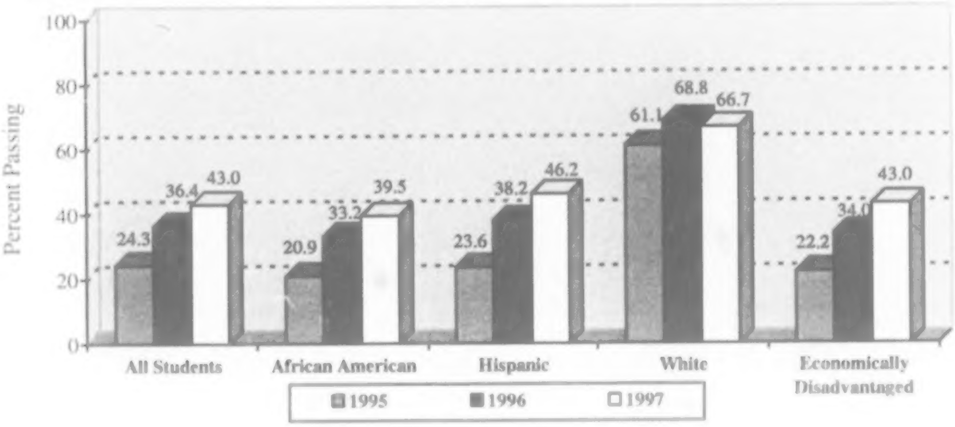
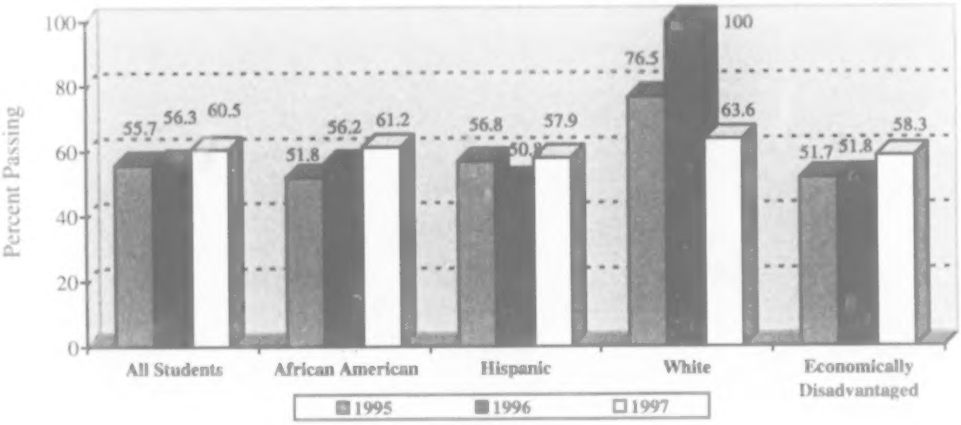


Figure 143: TAAS Writing by Disaggregated Group, 1995 through 1997



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WEBB MIDDLE SCHOOL

Figure 144: TAAS Reading by Disaggregated Group, 1995 through 1997

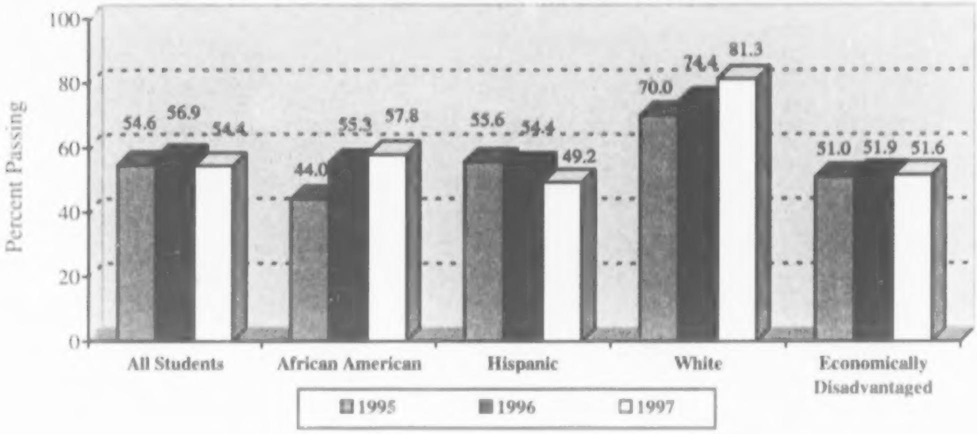


Figure 145: TAAS Mathematics by Disaggregated Group, 1995 through 1997

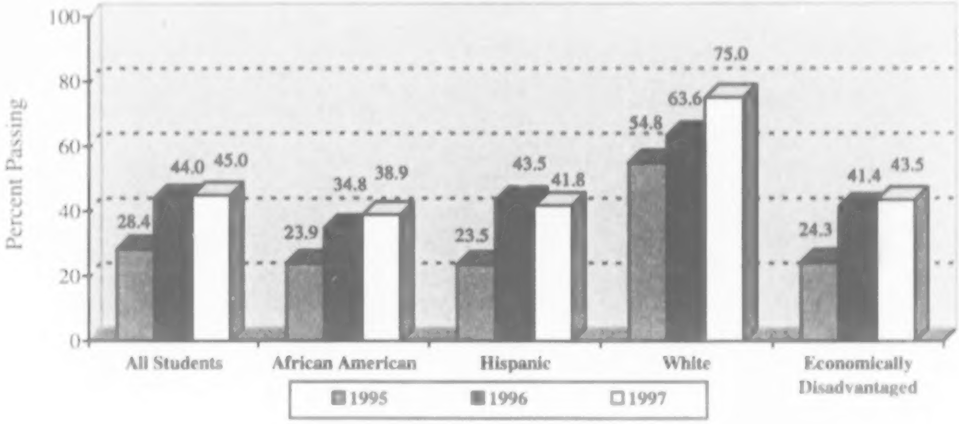
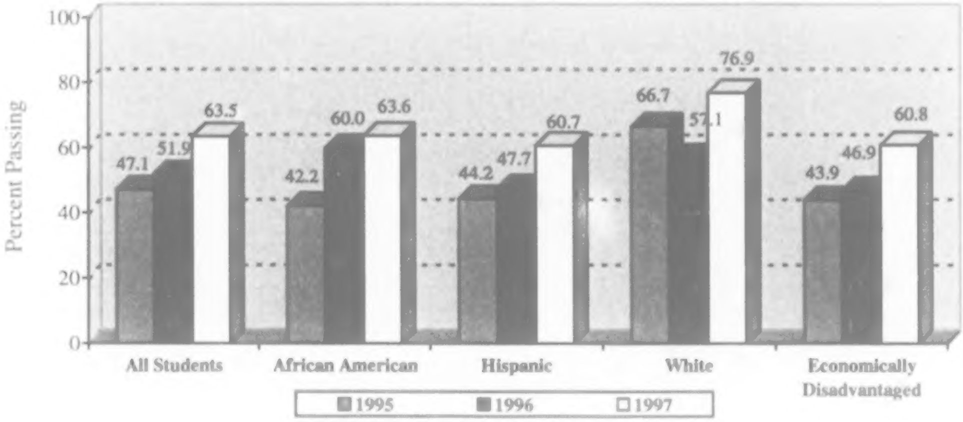


Figure 146: TAAS Writing by Disaggregated Group, 1995 through 1997



TITLE I MIGRANT EDUCATION

TITLE I MIGRANT PROGRAM DESCRIPTION

The Title I Migrant Education program is authorized under Title I, Part C of the *Elementary and Secondary Education Act of 1965* as amended by the *Improving America's Schools Act of 1994 (P.L. 103-382)*. State educational agencies (SEAs) receive funds for the costs to identify and address the special educational needs of migratory children in accordance with a comprehensive state plan that will benefit migrant children ages 3 through 21 (or until attainment of a high school degree, whichever comes first).

The term "migratory child" means a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker (including a migratory dairy worker or a migratory fisherman) and who has moved from one school district to another in the preceding 36 months to obtain temporary or seasonal employment in agricultural or fishing work. The purpose of the Migrant Education Program is to assist states in the following ways:

- support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- ensure that migratory children are provided with appropriate educational services that address their special needs in a coordinated and efficient manner;
- ensure that migratory children have the opportunity to meet the same challenging state content standards and challenging student performance standards that all children are expected to meet;
- design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and,
- ensure that migratory children benefit from state and local systemic reforms.

The activities of the migrant program center on student recruitment, supplementary instructional programs for secondary students, and parental involvement. In AISD, the migrant program staff includes the Migrant Program Specialist who processes student records and assists students to secure social and medical services.

SUPPLEMENTARY INSTRUCTION

Supplementary tutoring of secondary students was offered to migrant students at six middle schools (Dobie, Fulmore, Mendez, Pearce, Porter, and Webb) and six high schools (Austin, Crockett, Johnston, Lanier, Reagan, and Travis) in 1996-97. Tutors offered supplementary instruction in regular settings as well as in Content Mastery classes to 190 secondary migrant students.

Participation in AISD summer programs is offered as a type of supplementary instruction to secondary migrant students who are at risk of academic failure. Summer programs were held at McCallum High School and O Henry Middle School in 1995-96, the last year for which records are available. Tuition was paid for 34 secondary migrant students to attend summer programs in 1995-96.

PARENT AND COMMUNITY INVOLVEMENT

Parents and community members are encouraged to participate at all Title I schools. Twenty-four Title I schools have a Parental Involvement Representative or a Parent Training Specialist to assist with parental involvement activities. Parent education staff work with parents and the community at three secondary and 21 elementary schools involved in this program. The 24 schools are Allan, Andrews, Becker, Blackshear, Brooke, Brown, Campbell, Harris, Houston, Jordan, Langford, Linder, Metz, Norman, Ortega, Pecan Springs, Sanchez, Walnut Creek, Widen, Winn, and Wooldridge elementary schools; and Dobie, Fulmore, and Mendez middle schools. A discussion of parental involvement activities for Title I/Title I Migrant parents is included in the section of this report entitled *Parent and Community Involvement Overview*.

TITLE I MIGRANT PROGRAM COSTS

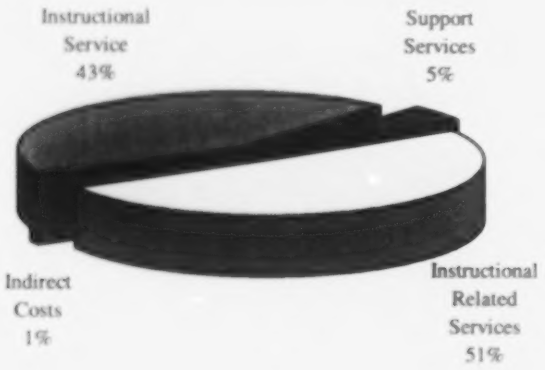
The 1996-97 AISD Title I Migrant program budget allocation was $111,957. Title I Migrant funds were used to provide services for 228 students through summer programs and secondary tutors. The cost per student served by Title I Migrant was approximately $491. Table 9 shows the number of students served by the Title I Migrant supplementary instructional program in 1996-97.

Table 9: Number of Students Served by Title I Migrant Programs in 1996-97

Title I Program	Number of Students Served
Academic Tutoring	194
Summer Programs	34
TOTAL	228

The migrant budget consisted of three major areas of funding: instructional services (including salaries for tutors, contract services, computer software, and capital outlay); instructional-related services (supplies, books, testing materials, travel, curriculum and personnel development, and evaluation); and support services (including medical and dental pupil services, and administrative services). Figure 147 shows the percentages of the Title I Migrant budget used in each of these areas.

Figure 147: Title I Migrant Budget Allocations



In 1996-97, 94% of the Title I Migrant allocation was used for instructional and instructional-related services. The indirect costs (one percent of the budget) consist of salaries and expenditures for persons who are engaged in administrative activities from which the entire school district benefits. The support services (five percent of the budget) included medical and dental services for migrant students in need of service. In addition, 318 migrant students were served through Title I elementary schoolwide programs. These students are included in the total served by SWPs as part of the Title I budget.

TITLE I MIGRANT SUPPLEMENTARY INSTRUCTION

The Title I Migrant Education Program instructs states to provide high-quality educational programs for migratory children to ensure that they will have the opportunity to meet the same challenging state content standards and student performance standards that all children are expected to attain. In Texas, the state performance standard is measured by the TAAS tests.

AISD uses Title I Migrant funds to provide supplementary instruction to secondary students through tutoring services, to support summer programs for migrant students who are at risk of academic failure, and to assist families with social and health needs. The migrant program specialist assists in identifying migrant students and in securing needed social and medical services. The AISD Title I Migrant Education Program is made up of the following components:

- Migrant Supplementary Tutoring Program;
- Migrant Summer Programs; and
- Migrant Program Services.

These components will be discussed in the following sections of this report.

SUPPLEMENTARY TUTORING PROGRAM

Analyses of migrant students' records showed 593 migrant students residing within AISD during the 1996-97 school year. This number included 48 students in pre-K and kindergarten, 270 elementary students in grades 1-6, 139 middle school students, and 136 high school students. Table 10 contains demographic information for all Title I migrant students, and migrant students tutored in 1996-97.

Only students at secondary schools with large concentrations of migrant students were provided direct services. During the 1996-97 school year, 99 middle school and 95 high school migrant students were providing tutoring services. The elementary students that are included in Table 10 attended schools that provided supplementary services through Title I schoolwide or local district programs.

Table 10: Demographic Information for All Title I Migrant Students and for Title I Migrant Students Who Received Tutoring, 1996-97

Demographics	Tutored Students		All Migrant Students		
	Middle School	High School	Elementary School	Middle School	High School
# Students	99	95	318	139	136
% Low Income	94	80	99	94	78
% Minority	100	99	100	99	99
% Female	47	54	48	50	50
% LEP	48	26	66	45	26
% Overage for Grade	37	59	11	37	62
% Special Education	12	9	9	11	10
% Gifted/Talented	2	3	1	2	2
% School Leavers	2	10	N/A	2.2	8.8

AISD migrant students in grades 6-12 are provided supplementary tutoring services. The tutoring program is in its eighth year of implementation in schools with large concentrations of migrant students. In school year 1996-97, the program provided over 2,250 hours of direct or indirect supplementary tutoring services. Bilingual tutors provided tutorial instruction to 190 secondary migrant students at the following schools: Dobie, Fulmore, Mendez, Pearce, Porter, and Webb middle schools; and Austin, Crockett, Johnston, Lanier, Reagan, and Travis high schools. In addition, four migrant students were enrolled in GED classes or served by a city agency.

Of the 190 migrant students in grades 6-12 who received tutoring services, 99 students were tutored in a regular (one-on-one) setting. Twenty-five migrant students were monitored and provided tutoring services in Content Mastery classes; 17 students were tutored after school; 23 migrant students at Webb Middle School were tutored prior to each intersession; 15 students attended a Saturday Reading Program; and 11 students were provided specific tutoring in preparation for the TAAS test. Table 11 shows the number of Title I secondary migrant students who received tutoring services in 1996-97 by type of service and by setting.

Table 11: Number of Title I Migrant Students Receiving Tutoring Services by Type of Service and by Setting, 1996-97

Grade Level	Number of Migrant Students Served	# Migrant Students Tutored in Regular Setting	# Migrant Students Tutored in Content Mastery Classes	# Migrant Students Served at Other Sites	# Migrant Students Tutored After School or Saturday Classes
High School	95	49	25	4	17
Middle School	99	84	0	0	15
Total	194	133	25	4	32

Attendance Data

Achievement and attendance data were analyzed for tutored migrant students and for students districtwide to determine the effectiveness of the migrant supplementary tutoring service. The figures for students districtwide excludes migrant students at the respective grade levels. The 1996-97 attendance data presented in Table 12 indicate the following:

- Elementary school migrant students and elementary school students districtwide had similar attendance rates.
- Although middle school migrant students who received tutoring services had lower attendance rates than did students districtwide in fall 1996, the gap had decreased by spring 1997.
- Attendance rates for high school migrant students who were tutored were lower than were attendance rates for high school students districtwide.

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Table 12: Elementary, Middle School, and High School Attendance Rates for Title I Migrant Tutored Students and Students Districtwide, 1996-97

Grade Level	Average Attendance Rate Fall 1996	Average Attendance Rate Spring 1997
Elementary Migrant*	95.9	95.1
Elementary District	96.1	95.1
Middle School Migrant	90.2	90.5
Middle School District	94.6	92.3
High School Migrant	84.3	80.2
High School District	90.4	87.8

Achievement

Achievement data were analyzed for migrant students at elementary schools, for tutored migrant students at middle schools and at high schools, and for students districtwide. In Tables 13 through 15, TAAS data and secondary grade averages are compared. These data indicate the following:

- Elementary Title I migrant students met the state standard of 35% passing TAAS except at Grade 3 All Tests Taken.
- Secondary school Title I migrant students met the state standard of 35% passing TAAS except at Grade 8 Mathematics (All Migrant Students) and All Tests Taken.
- In general, the percentage of secondary Title I migrant students who passed TAAS was higher for tutored students.
- Middle school tutored migrant students had slightly lower grade averages than did students districtwide.

Table 13: Number and Percentage of Elementary Title I Migrant Students Passing TAAS, 1996-97

	Grade 3	Grade 4	Grade 5
Reading	14 50%	17 76%	21 57%
Mathematics	14 36%	17 41%	21 67%
Writing	* *	25 80%	* *
All Tests Taken	14 29%	25 60%	22 41%

*TAAS Writing is administered only at grade 4 in elementary school.

Table 14: Number and Percentage of Secondary Title I Migrant Students Passing TAAS, 1996-97

	All Secondary Migrant Students, 1996-97				Tutored Students, 1996-97			
	Grade 6	Grade 7	Grade 8	Exit-level	Grade 6	Grade 7	Grade 8	Exit-level
Reading	35	33	32	61	24	22	18	41
	46%	55%	41%	66%	46%	55%	39%	71%
Math	35	34	35	61	24	23	20	41
	46%	53%	31%	61%	50%	57%	40%	73%
Writing	*	*	35	*61	*	*	20	41
	*	*	43%	*64%	*	*	50%	76%
All Tests Taken	37	34	37	61	26	23	22	41
	35%	41%	16%	46%	35%	43%	23%	56%

*TAAS Writing is administered only at grade 8 and exit-level in secondary school.

Table 15: Secondary Grade Averages for Title I Migrant Students, 1996-97

Grading Period	Tutored Middle	District Middle	Tutored High	District High
Fall 1996	82.0	83.3	73.6	78.8
Spring 1997	82.3	83.4	73.9	78.9

Summary

The migrant tutoring program has been shown to have a positive effect on student achievement as measured by percentage passing TAAS. Migrant students met the state student performance standards for the 1996-97 school year at all grade levels except grades 3 and 8-All Tests Taken. Grade 8 migrant students who received tutoring in mathematics also met the state standard of 35% passing TAAS although grade 8 migrant students in general did not meet the standard. Currently tutoring services are available only to migrant students at the secondary level, although consideration is being given to instituting a similar program at the elementary level.

TITLE I MIGRANT SUMMER PROGRAMS

The data reported in this section pertain to the 1996 summer migrant program. Data for the 1997 summer program are not yet available.

Secondary migrant students attended summer school programs at McCallum High School and O Henry Middle School during the summer of 1996. The classes were provided to migrant students who were at risk of academic failure based on low standardized test scores, failure to master subject matter, failure to pass TAAS, and/or poor attendance. The majority of classes were in language arts and mathematics; however, other classes such as Life Science, Texas History, Spanish, and TAAS Preparation were also offered.

The Title I Migrant Education program provided tuition for 34 AISD secondary migrant students. A review of data from the 1996 migrant summer school sessions indicated the following:

- ninety-four percent of the students took various academic courses;
- forty-one percent of the students served were female; and
- all students received vision, medical, and dental checkups.

Of the students served in the migrant summer program, ten took classes at O Henry Middle School. Data for the middle school migrant records indicated that only half of these students completed the entire summer session, but all of these participants passed the courses in which they were enrolled. Twenty-four students served in the summer migrant program were high school students registered at McCallum High School. Data for these students indicated that 63% of the participants passed all courses taken.

Summary

Promotion based on summer school course grades and graduation counts were used to determine the effectiveness of the Title I Migrant summer program. The summer school program for migrant students was found to be effective. Overall, 59% of the students taking classes passed all courses taken and began the 1996-97 school year with appropriate academic requirements.

MIGRANT PROGRAM SERVICES

The Title I Migrant program specialist provided essential services to the migrant program. The program specialist identified at-risk secondary migrant students and initiated preventative or recovery efforts with these students. As a result of the program specialist's efforts, at-risk migrant students have been enrolled in special reading or language classes and summer school, and have received regular and TAAS tutoring. Health and social services have also been provided as a result of this identification process.

Coordination by the program specialist with state and local agencies to secure services for migrant students and their families has been beneficial to 3-year olds, teenage parents, and school-age children in general. Also, the program specialist fosters communication between parents and schools. For more information about the specific duties of the Title I Migrant program specialist, see Appendix C.

PARENT AND COMMUNITY INVOLVEMENT

PARENTAL INVOLVEMENT

One important component of a Title I program is the involvement of parents in the education of their children. By working in partnership with the schools and the community, parents provide critical support to the education process. This section describes programs that are initiated by parent education staffs to encourage parent and community involvement in AISD Title I schools. Programs to be discussed in the parental involvement portion of this report include the following:

- school-level parental involvement;
- Parent Advisory Council; and
- the parent center at Allan.

Community partnerships will be addressed separately in the next section of this report. The information about parent and community involvement contained herein was compiled from questionnaires completed by parent education staff, Parent Advisory Council records, and Adopt-A-School records. However, surveys were returned from only 11 of the 24 Title I-funded schools with parent education staffs, so the data presented may not be representative of all the activities funded through this component of the Title I program.

SCHOOL-LEVEL PARENTAL INVOLVEMENT

Title I and Title I Migrant funds are allocated for school-level parental involvement activities, including family literacy training and instruction to enhance parenting skills. Parents of children participating in Title I-funded programs are to be involved in decisions regarding how parental-involvement funds are spent.

There are 24 Title I schools that have at least one staff member whose primary responsibility is to assist with campus-level parent and community involvement. The 24 schools are Allan, Andrews, Becker, Blackshear, Brooke, Brown, Campbell, Harris, Houston, Jordan, Langford, Linder, Metz, Norman, Ortega, Pecan Springs, Sanchez, Walnut Creek, Widen, Winn, and Wooldridge elementary schools; and Dobie, Fulmore, and Mendez middle schools. Also, three high schools that are not funded through Title I have parent education staffs.

The goals established by the Parent Programs Specialist for 1996-97 included the following:

1. Provide support and assistance to Title I campuses in implementing the necessary strategies to engage the involvement of parents in the education of their children.
2. Expand the availability and utility of the family resource center to include the surrounding communities.
3. Maintain lines of communication with parent groups and organizations to facilitate coordination and collaboration. Establish new communication links with other groups as needed.

Parent Workshops, Seminars, and Activities

The parent education staff organized workshops and seminars on academic topics, as well as on social issues such as gangs, drugs, and teen pregnancy. Some of the events that were well-attended included health fairs; cultural holiday celebrations; career day; seminars on gangs, drugs, and teen pregnancies; and PTA meetings. Throughout the 1996-97 school year, 3,381 people attended these workshops and seminars.

The parent education staff collaborated with other support services staff members in the following joint efforts:

- the Title I National Coalition of Parents Conference, held in Austin in April 1997;
- the fourth annual Building Parenting Partnerships conference;
- Positive Parenting workshops;
- districtwide migrant Parent Advisory Council meetings; and
- activities sponsored by the Family Resource Center.

The parent education staff worked with other schools, members of the community, and local agencies to sponsor activities to benefit parents and communities. Some of these jointly sponsored activities included the following:

- Operation School Bell;
- Parenting Classes presented in partnership with local agencies such as Seton-East, the Crisis Pregnancy Center-NW, Austin School-Based Health Center, and Planned Parenthood;
- Underage Drinking Project;
- Even Start Family Literacy Program, and Family Literacy classes in partnership with TEA;
- Wellness Program;
- School Banking Program; and
- Texans War on Drugs.

In addition to the programs listed above, Title I schools were involved in campus-level innovative programs such as the following:

- Allan collaborated with the Precinct 4 constable's office to reduce school truancy.
- Brooke introduced La Cocina Alegre, a program through Seton-East that teaches parents about good nutrition through chef-demonstrated meal preparation.
- Brown implemented a school-based service program for the nearby St John's community.
- Houston hosted the KLRN-TV Reading Program.
- Norman offered single-parenting classes and a grade 5 transition class for parents and students.
- Pecan Springs sponsored a Career Day with representatives from the Buffalo Soldiers unit, emergency medical services, the fire department, and the medical airlift team, among others.
- Widen held a Parent Night in collaboration with the City of Austin School-Based Health Center and Planned Parenthood.
- Wooldridge implemented a program in partnership with the University of Texas' Nursing Department to provide free medical care and assistance to students.
- Dobie participated in the Southwest Educational Talent Search program. This program, funded by Southwest Texas State University, focuses on students who will

be the first to graduate from high school in their family, and who have academic grade point averages of 80-85 in four different subject areas.

Adult Literacy

To help parents who would like to read and write better, Title I guidelines suggest working cooperatively with other programs in the district, including the adult literacy program. Adult literacy classes were offered at seven elementary schools (Allan, Brooke, Houston, Metz, Norman, Widen, and Wooldridge) and two middle schools (Dobie and Fulmore). Fifteen adults completed adult literacy classes during the school year and entered the workforce; an additional 43 adults were enrolled in summer literacy programs.

Home Visits

Home visits were listed as a priority of the parent education staff in 1996-97. Schools must provide full opportunities for the parents of limited-English proficient students to participate in school programs and activities. Some ways to promote participation by parents in these cases include home visits and telephone calls conducted in the home language, family literacy programs, school notices and newsletters written in the home language, and classes in English as a Second Language.

School-Parent Compacts

Schools are required to provide parents with timely information on student progress and to convene an annual meeting of parents to involve them in the planning and review of Title I programs. All Title I schools are required to develop a compact jointly with the parents of participating children. This compact must delineate the goals and expectations of parents and the schools as partners in improving student achievement. The parent education staffs help new parents become familiar with the school-parent compact through orientation and review sessions at the campuses.

PARENT ADVISORY COUNCIL (MIGRANT)

Although the districtwide Parent Advisory Council (PAC) for regular Title I programs was disbanded after the campus advisory councils were established, Title I Migrant PAC meetings remained a specific mandate during the 1996-97 school year for school districts receiving Title I Migrant funds. Meetings of the Title I Migrant PAC were held quarterly and were designed to inform parents about the overall program, solicit parents' comments, and communicate proposed changes in the program. PAC activities included Grandparents' Day, Family Math workshops, parent training staff meetings, and the annual parenting conference. According to the data presented in Table 16, a total of 57 migrant parents attended Title I Migrant PAC meetings in 1996-97.

Table 16: Title I Migrant PAC Meetings, 1996-97

Meeting Type	Number of Meetings	Number in Attendance
Districtwide	1	15
Planning	2	27
Other	1	15
Total	4	57

*Duplicated count

PARENT CENTER

The Family Resource Center at Allan Elementary was established to provide information, training, and support to parents of Title I students. In spring 1997, the parent education staff was surveyed on the use and benefits of this facility. The Parent Program Specialist listed the following uses and benefits of the center:

- During the year, 85 meetings or workshops were held at the center. An average of 15 persons attended each meeting.
- English as a Second Language classes were offered four nights per week throughout the year.
- The resource center collaborated with the Support for Texas Academic Renewal (STAR) Center in a study of campus-level parental involvement. After visiting three sites in AISD, the STAR Center selected Sanchez Elementary School as its exemplary parent involvement site.

EMPLOYEE SURVEY

In the spring of 1997, teachers at Title I schools responded to an employee survey which included the statement, *"At my school, parents are actively involved in activities sponsored by the parent education staff, the PTA, or the principal."* Only 32.2% of the 236 teachers who responded to the survey agreed with this statement. While it is possible that teachers who responded to the survey were unaware of the true level of parental involvement at their schools, it is also possible that more work needs to be done to increase the overall level of parental involvement in Title I schools. Dissemination of information within schools needs to be addressed, so that all staffs involved with a child's education are aware of the efforts undertaken to enhance his or her achievement.

SUMMARY

In 1996-97, the AISD parent education staff met their established goals. The staff offered workshops, seminars, and activities designed to enhance parenting skills and to encourage participation of parents and the community in the education of children. The Family Resource Center was a valuable resource that became a site for many activities throughout the year. In addition, the parent education staff engaged in joint efforts with AISD school support services staff and other organizations in the community to offer numerous programs, including parenting classes, literacy programs, and wellness instruction.

COMMUNITY PARTNERSHIPS

Just as is the case with parental involvement, programs funded under Title I are encouraged to use strategies that address the needs of children through building stronger partnerships between schools and communities. AISD has access to many local business and community volunteers through the Austin Adopt-A-School program. Both monetary donations and volunteer hours add invaluable resources to Title I schools. H.E.B. Food Stores was the top adopter in 1996-97, supporting 33 Title I schools.

Table 17 shows the amounts of in-kind and cash contributions for Title I schools with parent education staffs, for Title I schools without parent education staffs, and for all other schools in the district. Title I schools with parent education staffs received almost two and a half times the amount of in-kind contributions and almost twice the amount of cash contributions as did Title I schools without parent education staffs. When compared to other schools in the district, Title I schools received more cash contributions, but fewer in-kind contributions.

Table 17: Community Involvement: In-Kind and Cash Contributions for Title I Schools With/Without Parent Education Staffs and for Other District Schools, 1996-97

	In-Kind Contributions			Cash Contributions		
Grade	Other District	Title I With Parent Ed. Staffs	Title I Without Parent Ed. Staffs	Other District	Title I With Parent Ed. Staffs	Title I Without Parent Ed. Staffs
Elementary	$399,549	$344,746	$149,737	$96,250	$265,268	$155,262
Middle/Jr. High	96,594	12,927	1,340	13,812	4,003	15,957
High School	107,978	0	0	123,187	0	0
Other*	43,717	0	0	9,830	0	0
Total	$647,838	$357,673	$151,077	$243,079	$269,771	$171,219

* Refers to donors or partners such as the Clifton Center, school board members, and AISD directors or coordinators. (See the 1996-97 Adopt-A-School Report for a complete list.)

Table 18 shows the number of volunteers and volunteer hours for Title I schools with parent education staffs, for Title I schools without parent education staffs, and for the district overall. In 1996-97, Title I schools with parent education staffs had at least 33% more volunteers and volunteer hours than did Title I schools without parent education staff.

Table 18: Community Involvement: Number of Volunteers and Volunteer Hours for Schools Districtwide, and for Title I Schools With/Without Parent Education Staffs, 1996-97

	Number of Volunteers			Number of Volunteer Hours		
Grade	District	Title I With Parent Ed. Staffs	Title I Without Parent Ed. Staffs	District	Title I With Parent Ed. Staffs	Title I Without Parent Ed. Staffs
Elementary	6,094	3,115	2,382	133,623	88,976	59,200
Middle/Jr. High	1,510	153	421	23,100	1,824	1,294
High School	1,917	0	0	38,220	0	0
Other*	471	0	0	5,542	0	0
Total	9,992	3,268	2,803	200,485	90,800	61,786

* Refers to donors or partners such as the Clifton Center, school board members, and AISD directors or coordinators. (See the 1996-97 Adopt-A-School Report for a complete list.)

To determine the monetary value of volunteer services, AISD's Adopt-A-School office uses the nationally assigned value of $13 as an hourly rate of pay. The following values were derived based on this rate:

• Title I schools with parent education staffs (90,800 hours)	$1,180,400
• Title I schools without parent education staffs (61,786 hours)	$ 803,218
• All other AISD schools (210,768 hours)	$2,739,984
• District Total	$4,723,602

From these figures, it can be seen that Title I schools as a whole received $1,983,618, which amounts to 42% of the total dollar amount of hours volunteered in the district.

Table 19 shows Title I and Title I Migrant community involvement trends for a four-year period. While the number of adopters and volunteer hours decreased from 1995-96 to 1996-97, the amount of cash, in-kind contributions, and number of volunteers increased. (Appendices D and E contain details of the community partnerships by school, and Appendix F lists Title I school adopters by category.)

Table 19: Title I and Title I Migrant Community Involvement Trends,
1993-94 through 1996-97

General Data	1993-94	1994-95	1995-96	1996-97
# Title I Schools in Program	17	41	37	41
Number of Adopters	200	708	607	456
Cash Contributions	$79,260	$283,743	$182,748	$442,965
In-Kind Contributions	$118,232	$444,185	$249,696	$517,270
Number of Volunteers	1,684	4,888	5,093	6,156
Number of Volunteer Hours	29,650	67,587	84,195	61,786

SUMMARY

The parent education staff was successful in encouraging the support of the community through contributions and volunteer time. The Title I schools that have a parent education staff member on campus received more cash and in-kind contributions and volunteer hours than did Title I schools without a parent education staff member. Both monetary donations and volunteer hours add invaluable resources to Title I schools.

APPENDICES

APPENDIX A: PARTICIPATING AISD SCHOOLS TITLE I AND TITLE I MIGRANT PROGRAMS, 1996-97

Title I Schools	Schoolwide Program	Full-Day Pre-K	Title 1 Migrant	Reading Recovery
Allan	x	x		x
Allison	x	x		x
Andrews	x	x		x
Barrington	x	x		x
Becker	x	x		
Blackshear	x	x		
Blanton	x	x		x
Brooke	x	x		x
Brown	x	x		
Campbell	x	x		
Dawson	x	x		x
Galindo	x	x		
Govalle	x	x		x
Harris	x	x		
Houston	x	x		x
Jordan	x	x		
Langford	x	x		
Linder	x	x		x
Maplewood	x			
Metz	x	x		x
Norman	x	x		
Oak Springs	x	x		x
Ortega	x	x		x
Palm	x			x
Pecan Springs	x	x		
Reilly	x	x		
Ridgetop	x	x		
St. Elmo	x			
Sanchez	x	x		x
Sims	x	x		
Walnut Creek	x	x		x
Widen	x	x		x
Winn	x	x		
Wooldridge	x	x		x
Wooten	x	x		x
Zavala	x	x		x
Dobie MS	x		x	
Fulmore MS	x		x	
Mendez MS	x		x	
Pearce MS	x		x	
Porter MS			x	
Webb MS	x		x	
Austin HS			x	
Crockett HS			x	
Johnston HS			x	
Lanier HS			x	
Reagan HS			x	
Travis HS			x	

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APPENDIX B: 1996-97 DEMOGRAPHICS AND QUANTITATIVE DATA FOR NEGLECTED OR DELINQUENT YOUTH BY TYPE OF INSTITUTION

Demographics	Detention Centers		Emergency Shelter		Halfway	Residential Facilities				Ward of the State	
	Gardner-Betts	*Travis County*	*Children Shelter*	*Spectrum*	*Turman House*	*Better Roads*	*Helping Hand Home*	*The Oaks*	*Settlement Club Home*	*Mary Lee Foundation*	*Total*
Eligible to Participate	**1381**	**23**	**88**	**176**	**38**	**29**	**41**	**152**	**43**	**63**	**2034**
Male	1057	23	45	88	38	11	22	105	0	30	1419
Female	324	0	43	88	0	18	19	47	43	33	615
American Indian or Alaskan	0	0	0	1	0	0	0	4	0	0	5
Asian or Pacific Islander	2	0	1	0	0	0	1	2	0	0	6
African American	488	8	34	50	17	8	16	17	14	21	673
Hispanic	616	12	34	49	15	6	9	45	6	19	810
White	275	3	19	76	6	16	15	84	23	23	540
Enrolled in AISD	889	23	83	135	38	5	41	28	34	32	1308
Enrolled Elsewhere	269	0	0	41	0	10	0	124	5	31	480
AISD Dropouts	119	0	0	0	0	0	0	4	2	0	121
Leave AISD Attendance Area upon Release	Unknown	Unknown	Unknown	57	34	1	0	18	Unknown	31	141
Other Dropouts	79	0	0	0	4	0	0	10	1	0	94
Enrolled in Special Ed.	330	5	3	66	0	0	34	97	30	55	620
LEP	68	1	0	1	0	0	0	20	0	1	91
Homeless	0	0	0	176	0	3	0	0	0	0	179
Age 3	0	0	2	0	0	0	0	0	0	0	02
Age 4	0	0	3	0	0	0	0	0	1	0	04
Grade K	0	0	6	0	0	0	0	0	0	0	06
Grade 1	0	0	12	0	0	0	1	0	0	1	14
Grade 2	0	0	13	0	0	0	6	0	0	2	21
Grade 3	0	0	9	0	0	0	13	2	0	6	30
Grade 4	3	0	15	0	0	0	7	2	1	4	32
Grade 5	11	0	5	0	0	0	4	1	2	3	26
Grade 6	72	0	7	0	0	0	5	13	7	8	112
Grade 7	172	2	5	10	0	0	5	9	7	9	219
Grade 8	284	7	4	12	0	0	0	21	7	5	340
Grade 9	540	8	6	42	0	0	0	42	6	14	658
Grade 10	186	1	0	51	0	2	0	23	8	7	278
Grade 11	38	0	1	17	0	2	0	20	2	2	82
Grade 12	7	0	0	15	0	1	0	4	1	2	30
Non-Graded (GED etc.)	68	5	0	29	38	24	0	15	2	0	180

APPENDIX C: DUTIES OF MIGRANT PROGRAM SPECIALIST

Under reauthorization of Title I/Title I Migrant, the Migrant Student Record Transfer System (MSRTS) was renamed Migrant Program Services. The Program Specialist processes migrant student records and assists students with securing needed social and medical services. The general responsibilities of the program specialist in 1996-97 included the following:

- act as liaison between migrant parents and the schools;
- secure supplementary services for migrant students;
- process migrant student records; and
- coordinate with state and local social agencies to secure coverage of services to migrant students and their families. The services may be educational, medical, dental, immigration, or residential in nature.

Several years ago, an individual graduation checklist for each secondary migrant student in AISD was adopted. Periodic review of these checklists allows migrant staff to identify at-risk students and to begin application of preventative or recovery efforts including one or more of the following:

- Title I Migrant supplementary tutoring;
- summer school attendance;
- credit-by-examination;
- correspondence courses;
- computer lab tutoring when available;
- increased home visitations (for attendance and communication purposes); or
- increased liaison activities.

RESPONSIBILITIES OF PROGRAM SPECIALIST

A survey of the program specialist's duties and a review of support documents indicated that the responsibilities of the program specialist in 1996-97 consisted of the following:

- kept eligibility, educational, and medical data;
- logged records and other information in a computerized file in compliance with state and local agency standards;
- transmitted PEIMS data to TEA;
- forwarded withdrawal and attendance information, secondary credit information, TAAS test scores, and 1997-98 recommendations for students' schedules to Region XIII, the local headquarters for migrant students;
- handled medical update requirements;
- paid for minor emergencies and dental, vision, and other services for 67 migrant students, and acquired similar services for an additional 7 migrant students through non-migrant funds;
- secured funding for medical, dental, and vision services for 65 migrant students enrolled in migrant summer programs in 1997;
- secured guidance services for 137 students during regular session and for 8 additional students during the summer session;

- coordinated social services for 201 school age students and four 3-year olds during regular term;
- participated in preventative and recovery efforts with other migrant staff resulting in the registration of 34 secondary students in the 1997 summer program, two students receiving GED certificates, three students graduating after attending summer school, and one student graduating through credit-by-exam; and
- attended in-service workshops that provided the most recent information on migrant program services.

APPENDIX D: COMMUNITY PARTNERSHIPS FOR TITLE I SCHOOLS WITH PARENT EDUCATION STAFF, 1996-97

School	# of Adopters	Cash	In-Kind	# Volunteers	# Vol. Hours
Allan	6	$ 150,400	$ 1,075	101	6,691
Andrews	9	5,448	1,828	33	225
Becker	11	6,508	25,504	98	5,747
Blackshear	17	19,588	4,390	418	4,600
Brooke	22	9,302	4,413	545	5,269
Brown	10	2,956	7,940	276	4,103
Campbell*	9	4,000	4,150	67	4,250
Harris	5	1,850	200	59	2,373
Houston	9	6,534	44,218	48	6,995
Jordan	13	2,311	22,250	144	3,851
Langford	8	4,600	3,625	96	3,313
Linder	6	4,237	73,613	42	5,628
Metz	19	3,150	12,200	158	4,261
Norman	15	7,540	9,098	238	3,852
Ortega	0	0	0	48	6,265
Pecan Springs	17	3,101	10,150	73	2,865
Sanchez	6	2,035	22,750	257	7,670
Walnut Creek	7	2,945	2,020	171	500
Widen	12	13,436	67,329	58	8,438
Winn	3	14,341	21,528	91	1,158
Wooldridge	22	1,486	6,465	94	922
Dobie MS	9	683	2,342	26	164
Fulmore MS*	15	70	7,985	50	850
Mendez MS	8	3,250	2,600	77	810
Total	258	$269,771	$357,673	3,268	90,800

*Entered program in the 1996-97 school year.

APPENDIX E: COMMUNITY PARTNERSHIPS FOR TITLE I SCHOOLS WITHOUT PARENT EDUCATION STAFF, 1996-97

School	# of Adopters	Cash	In-Kind	# Volunteers	# Vol. Hours
Allison	16	$ 106,892	$ 22,000	188	4,180
Barrington	12	4,850	4,195	258	1,686
Blanton	5	2,750	578	67	1,145
Dawson	25	1,915	38,524	96	2,434
Galindo	4	200	480	70	1,381
Govalle*	9	8,850	23,330	267	5,323
Maplewood	10	1,740	5,500	282	1,735
Oak Springs*	16	1,550	9,420	169	6,614
Palm	17	900	7,134	265	2,571
Reilly	3	2,250	750	15	1,624
Ridgetop	11	2,590	4,125	134	435
St Elmo	13	1,250	2,771	54	878
Sims*	9	845	22,100	98	12,711
Wooten	3	8,317	300	24	606
Zavala	26	10,363	8,530	395	15,877
Pearce MS*	10	15,957	1,340	421	1,294
Webb MS	9	1,975	8,520	85	1,292
Total	198	173,194	159,597	2,888	61,786

*Had a parent education staff member in the 1995-96 school year.

APPENDIX F: TITLE I SCHOOL ADOPTERS BY CATEGORY

Categories	Descriptive Data
Arts and Entertainment	Zachary Scott, Learn to Dance Austin
Attorneys/Legal Services	Brown, McCarroll & Oaks; DeLeon & Boggins; Fulbright & Jaworski; Grassini Law Office; Maxwell, Locke & Ritter; Small, Craig, & Werkenthin; Thompson & Knight; Legal Aid
Auto Body Repair	Ellis & Salazar, Rising Sun
Banking	Nations Bank, Texas Commerce
Barber/Beauty Shops	Bradz Hair Salon, The Headroom, Juan in a Million
Beverages	Coca-Cola, Ruta Maya Coffee House
Cafeterias	Luby's, Marimont
Car Dealerships	Capitol Chevrolet-Geo, Cen-Tex Nissan, Continental Cars, Henna Chevrolet-Geo, Leif Johnson Ford, Prestige Chrysler Plymouth
City	Austin Fire Department, Police Activity League of Austin, Utilities
Civic Organization	Optimist Clubs
Computer Companies	Apple, Motorola, SEMATECH
County	Travis County Adult Supervision & Corrections Dept., Travis County Constable's Office
Fast Food	Mr. Gatti's, McDonald's, Domino's Pizza, Dairy Queen, Whataburger, Taco Bell, Baskin Robbins, KFC, Subway, Wendy's , Church's Chicken
Federal	IRS
Florists	Town Lake
Fraternities & Sororities	Alpha Phi Alpha, Phi Theta Kappa, Delta Sigma Theta
General Store	Callahan's General Store
Grocers	Various independently owned
Interdepartmental Organization	Professional Women of Southwestern Bell, UT Hispanic Business Students' Association
Individual Volunteers	
Insurance	Farmers Insurance, Texas Department of Insurance
Manufacturing	IBM; Motorola, Inc.; Tracor; Texwood Furniture
Medical	St. David's Hospital; Austin Regional Clinic; E. Smith, M.D.; P. Starche, M.D.
Mentoring or Tutoring	St. Edward's University., Becker Community School, Huston-Tillotson College
Miscellaneous	Roy's Taxi, City Ice Service, Bealls, Wimberly Glass, Capital Metro, Clean Cut Inc.
Printers or Copying	Kinko's, Kwik Kopy
Recreational Businesses	Bowling (various), Putt-Putt Golf
Religious Organizations	Churches (all denominations)
Supermarkets	H-E-B, Randall's, Fiesta Mart
Wholesalers	Home Depot, Sam's Club, Target, Wal-Mart

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